DOCUMENT RESUME

ED 396 708 IR 017 920

TITLE	CNN Classroom Guides, June 1996.
INSTITUTION	Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.
PUB DATE	Jun 96
NOTE	85p.
AVAILABLE FROM	Turner Multimedia, 1 CNN Center, P.O. Box 105780, Atlanta, GA 30348-5780 (specify date; videos, $10.95 per episode). Available electronically through: gopher@ericir.syr.edu, Lesson Plans, CNN Newsroom Daily Lesson Plans; or at the URL: gopher://ericir.syr.edu:70/11/Lesson/CNN.
PUB TYPE	Books (010) -- Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Cable Television; *Class Activities; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; High School Students; *News Media; *Programming (Broadcast)
IDENTIFIERS	Cable News Network; *CNN Newsroom

ABSTRACT

These classroom guides, designed to accompany the daily Cable News Network Newsroom broadcasts for the month of June, provide program rundowns, suggestions for class activities and discussion, student handouts, and lists of related news terms. Top stories include: world reaction to the Israeli election of Benjamin Netanyahu; the United Nation Social Summit in Turkey; the transition in Israeli leadership; Cyber-crime and national security risks; and North Ireland multi-party peace talks (June 3-7); black church burnings; Russia and Chechnya agreements on local elections; the racial hatred behind the black church burnings; federal court decision against regulating the Internet; and the effects of Russia's presidential elections on world security (June 10-14); Russia votes and Yeltsin's deal with candidate Lebed; Russian election aftermath; the Netanyahu Government; Whitewater and "Filegate" questions surrounding the President and Mrs. Clinton; and Russian politics (June 17-21); the Arab League Summit and challenges to Israel's new leaders; the role of territorial compromise in the Mideast peace negotiations; bomb explosion on U.S. military housing complex in Saudi Arabia; U.S. reactions to the base bombing; and issues of terrorism raised by the bombing. (June 24-28). (AEF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 396 708

CNN Newsroom Classroom Guides. June 1996

by Turner Educational Services

IR017930

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L.C. Pugliese
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

CNN NEWSROOM℠

Dear Educator:

Thank you for your interest in CNN NEWSROOM. Enclosed is the information you requested, including everything you need to enroll in the CNN NEWSROOM service. CNN NEWSROOM is a daily 15-minute commerical-free news program specifically produced for classroom use and provided free to participating schools.

By completing and returning the enclosed enrollment form, you have the right to videotape the program at 4:30 a.m. (ET), Monday through Friday, and have it available for use in the classroom. You may copy it as desired and show all or part of it as you see fit throughout the day. In addition, you may retain these tapes to create a permanent video library. You will also be signed up to receive T3, a magazine with information on CNN NEWSROOM and other resources offered by Turner Educational Services.

The daily CNN NEWSROOM cablecast is also supported by a Daily Classroom Guide, written by professional educators. These guides are available through several independent electronic mail services and through a variety of state department of education networks. The enclosed information describes the guide and the different delivery services available to you.

We are pleased with the enthusiastic response to CNN NEWSROOM we have received from educators and students nationwide, and we're excited about bringing this important resource into our nation's classrooms. If you have any questions about CNN NEWSROOM and how it can be used in your school, please call our toll-free hotline, 1-800-344-6219, weekdays between 9 a.m. and 5 p.m. Eastern Time.

Again, thank you for your interest in CNN NEWSROOM. Best wishes for a successful academic year.

Sincerely,

Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
Turner Educational Services, Inc.

P.S. Remember, upon completing and returning the enclosed enrollment form, you may begin taping and using CNN NEWSROOM in the classroom without delay. If you prefer, you may fax your completed form to us at 1-215-493-5320.

CNN Newsroom Daily Classroom Guide Carriers

The CNN Newsroom Daily Classroom Guide is available through America Online and a number of other electronic services. Contact the individual carriers for more information, or call the CNN Newsroom toll-free hotline, 1-800-344-6219.

CARRIER	SERVICE AREA	CONTACT/PHONE
America Online	National	800-344-6219
FrEdMail	National	619-475-4852
Ingenious	National	800-772-6397
Internet	National	majordomo@tenet.edu "SUBSCRIBE CNN-NEWSROOM"
MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet	Georgia	912-454-2520
IdeaNet/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523
	LEARNING LINK PROVIDERS	
Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

DON'T DELAY! Start using CNN NEWSROOM today!

CNN NEWSROOM

SCHOOL ENROLLMENT AND LICENSING FORM

Yes! Enroll my school in CNN NEWSROOM, a free service provided by Turner Educational Services

CNN NEWSROOM is transmitted weekdays at 4:30AM/ET, 12 months a year, through the facilities of your local cable television operator. By completing and returning this form, educators are *immediately* licensed for complete off-cable taping rights for **CNN NEWSROOM.** Your school may videotape **CNN NEWSROOM** if cable is available. Educators may also tape it at home for use in the classroom. Enrolled educators may also receive related publications from Turner Educational Services.

This form may be duplicated for use by other educators. Please complete a separate form for each school and return to **CNN NEWSROOM**, Turner Educational Services, 105 Terry Drive, Suite 120, Newtown, PA 18940. *Please type or print in black ink.*

ABOUT YOUR SCHOOL

School district name:

_____

Is your school wired for cable-TV? ☐ Yes ☐ No

Name of cable company serving your school:

_____

Do you have a satellite receiver? ☐ Yes ☐ No

Will you receive CNN NEWSROOM by ☐ Satellite or ☐ Cable?

Type of school: ☐ Public ☐ Private ☐ Parochial

School grade level *(check one)*:

☐ Elementary ☐ Middle ☐ Jr. High ☐ Sr. High ☐ K-12

☐ Other _____

Student enrollment: _____

School Name: _____

Address: _____

City: _____

State: _____ Zip: _____

County: _____

School Phone: ( ) _____

Principal's Name: _____

Do you use any electronic mail or online services? ☐ Yes ☐ No

If yes, which ones? _____

EDUCATORS USING CNN NEWSROOM

Primary contact at the school building:

_____
NAME

_____
JOB TITLE DEPT. COURSE

_____
SIGNATURE DATE

Other educators who will use **CNN NEWSROOM** at this school:

1. _____
NAME

_____
JOB TITLE DEPT. COURSE

2. _____
NAME

_____
JOB TITLE DEPT. COURSE

3. _____
NAME

_____
JOB TITLE DEPT. COURSE

4. _____
NAME

_____
JOB TITLE DEPT. COURSE

FOR FURTHER ASSISTANCE OR INFORMATION CALL TOLL-FREE

1-800-344-6219

CNN NEWSROOM is cablecast Monday-Friday at 4:30 AM/ET. A Daily Classroom Guide to CNN NEWSROOM is available on various independent electronic mail services. Call for more information.

License to use CNN NEWSROOM

Teachers and administrators are guaranteed a non-exclusive license to videotape and use **CNN NEWSROOM** with students in their schools each day. Videotapes of **CNN NEWSROOM** may be kept in perpetuity for the sole purpose of use within the curriculum as teachers and administrators see fit. This license does not extend to any other CNN programming or the programming of any other broadcast or cable television company. **CNN NEWSROOM** is intended for the sole use of teachers and administrators and their students and may not be re-broadcast or re-cablecast, nor may **CNN NEWSROOM** be licensed, distributed, given or sold to any other person or institution by the licensee. Exceptions to these policies should be requested in writing to Turner Educational Services, 105 Terry Drive, Suite 120, Newtown, PA 18940, and will be reviewed on a case-by-case basis.

INTERNAL USE ONLY: SC _____ IN _____ ORIGINAL DATE _____ DATE _____

****** **   **   *
*   * * * * *
*   * * * * *
*********   **   ** NEWSROOM

Monday, June 3, 1996

****
* Searching for curriculum resources for summer school classes? *
* CNN NEWSROOM and the DAILY GUIDE will continue throughout the *
* summer. Keep your VCR set for 4:30-5:00 am ET Mon. through Fri. *
****

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Benjamin Netanyahu becomes Israel's Prime Minister and the world reacts.	5:55	6:55
HEADLINES	PEACE ENVOYS TAKE STEPS ON DAYTON ACCORD... CZECH REPUBLIC REALIGNS GOVERNMENT... HABITAT CONFERENCE BEGINS IN ISTANBUL...	1:10	8:05
DEMOCRACY IN AMERICA	Political image may be a "joke" for this year's presidential candidates.	2:50	10:55
FYI	"5.6 million children live among the working poor in the U.S."	:35	11:30
OUR WORLD	Tens of thousands of people marched in Washington D.C. to "Stand for Children."	2:25	13:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:45	15:40
GERMANY NUKE	Anti-nuclear protesters have failed to keep nuclear waste out of Gorleben.	2:30	18:10
CUBAN BALL (PART 1)	Baseball has long been the national pastime in Cuba.	10:30	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.

May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK
TOP STORY: ISRAELI ELECTION

1. Explain why Prime Minister-elect Netanyahu was labeled as a "hardliner" throughout the campaign. Is there any evidence that he has altered his position? Explain. Why are Israel's Arab neighbors and its economic partners concerned about the hardline approach?
2. Distribute the RESOURCE (pg 4). Review the events preceding and immediately following last week's election. In class discussion, cite some of the issues on the minds of Israel's voters as they went to the polls. Working in small groups, have students search additional resources for information on any other events that have taken place since the election (two are given on the RESOURCE). Have groups share their findings. Write both the pre-election issues and post-election events on the board. Based on these issues and events, have groups draw up lists of priorities for the Netanyahu Administration.

EXTENSION: Working as advisors to the new Prime Minister, have students write essays recommending how Mr. Netanyahu should approach each priority on their group's list. Student essays should address how his initial actions as prime minister will define his leadership to the global community.

DEMOCRACY IN AMERICA DESK: PRESIDENTIAL "JOKING"

3. What is presidential decorum? What are the do's and don'ts of acting "presidential"? Consider the importance of formality during certain public occasions. What might a president "tone down" or conceal, what sides might he/she emphasize?
4. Distribute the HANDOUT (pg 3). Ask students to complete the chart as they watch the video. Have them discuss their findings as they analyze the information on their charts.

OUR WORLD: KIDS' RALLY

5. What was the purpose of this weekend's "Stand for Children" rally in Washington, D.C.? Why are some criticizing the goals of the rally? With whom do you agree? State your rationale.
6. Pres. Clinton argued for more federal aid for children saying, "They're growing up in a world that is changing rapidly. They need our help more than any generation before them." Have students respond to the President's statement. Then divide the class into groups and challenge each to conduct audio or videotape interviews of young people responding to the question, "What can adults do to help you grow up in today's world?" Have groups share their interviews and discuss how respondents' concerns were similar to or different from those addressed at the rally.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Likud Party Benjamin Netanyahu Yasser Arafat conciliatory
hardline Hafez al Assad advocate safety net big government

***** ** ** *
* * * * * *
* * * * * *
******** ** **

STUDENT HANDOUT: UNWRAPPING PRESIDENTIAL PACKAGING

DIRECTIONS: While viewing the Democracy in America story, record the images of presidential candidates. INTERPRETING MEDIA IMAGES: Briefly describe what image the politician is TRYING to convey. (Note: Avoid writing down what you think he actually communicates). WEIGHING THE IMAGE: Evaluate how this particular moment furthers or hinders the politician's campaign.

The Image	Interpreting Media Images	Weighing the Image

1. Did any of these media moments help the candidate in an unexpected way? Did some of these moments backfire and undermine the politician's effort to portray a certain image?

2. Do you agree with Kerry Tymchuk's assertion that "Joe Sixpack and Joe Public is going to remember the joke as a sign he's not a bad guy after all"? If you were a campaign manager, what factors would you weigh before staging an image-making moment for your candidate? Explain.

3. Today's Democracy in America story focuses on Mark Katz's and Kerry Tymchuk's behind-the-scenes contributions to the presidential campaign. Which media are the best vehicles for their techniques? Explain how their approach affects our democratic process.

EXTENSION: Read a newspaper, or watch or listen to the news this week. Find other examples of presidential image-making and be prepared to analyze them using the chart above.

***** ** ** *
* * * * * *
* * * * * *
******** ** **

STUDENT RESOURCE: MAJOR EVENTS SURROUNDING ISRAEL'S P.M. ELECTION

Nov. 4, 1995: Israeli Prime Minister Yitzhak Rabin is assassinated by a right-wing Jewish extremist as he leaves a peace rally. Shimon Peres becomes the next prime minister.

Nov. 13, 1995: Peres orders Israeli troops out of Jenin, the first West Bank town handed over to Yasser Arafat's Palestinian Authority.

Feb. 11, 1996: Peres, enjoying a 15-point lead in the polls, calls for early elections, moving them up from November to May 29.

Feb. 25, 1996: Bombs explode in bus in Jerusalem and at soldiers' post in Ashkelon, killing 28 people and wounding more than 80. Palestinian militant group Hamas claims responsibility.

Feb. 26, 1996: Arab-American drives car into Jerusalem bus stop, killing one Israeli, wounding 23. Hamas claims responsibility.

Mar. 3, 1996: Bus bomb in Jerusalem kills at least 19, wounds 10. Hamas claims responsibility.

Mar. 4, 1996: Hamas is responsible for a suicide bombing of a Tel Aviv shopping center that kills 13, wounds over 100.

Mar. 13, 1996: Egypt hosts anti-terrorism summit.

Mar. 27, 1996: Yigal Amir is convicted of murdering Yitzhak Rabin. Amir is sentenced to life in prison.

Apr. 11, 1996: Israel launches 16-day attack against Iranian-backed Hezbollah guerillas in south Lebanon.

Apr. 24, 1996: PLO removes language calling for the destruction of Israel from its charter.

Apr. 25, 1996: Israel's ruling Labor Party drops long-standing opposition to Palestinian state from its platform.

May 29, 1996: Election held between Shimon Peres, Benjamin Netanyahu who, eventually, is declared winner in an extremely close race.

May 30, 1996: Israeli stocks drop 5%. International investors had favored the Labor Party's (Peres') peace policies.

May 30, 1996: Hezbollah guerillas detonate 2 bombs inside Israeli buffer zone in south Lebanon, killing 4 soldiers and wounding 7.

```
*****  **    **    *
*      * *  * *  * *
*      *  * *  * * *
********    **    ** NEWSROOM WORLDVIEW
```

GERMANY NUKE: GERMANY--RADIOACTIVE WASTE DISPOSAL; PROTESTS

1. Why are people protesting the storage of nuclear waste at Gorleben, Germany? Why are the authorities unconcerned about the hazards? Have students use news magazines to review the history of anti-nuclear protests in Germany and:
   a. List the major projects that have been protested and the reasons for the protest.
   b. Indicate the cases in which the government abandoned the planned projects.
   c. Indicate the kinds of projects that have proceeded despite protests.

   Ask: What conclusions are you able to draw from the comparison of the successful and unsuccessful projects? Where does the storage project fit on your list? Could you have predicted the protest's failure? What seems to be the standard upon which project priorities are set in Germany?
2. Use the same news magazines to identify political and environmental groups that have grown up in Germany as a result of anti-nuclear and other environmental protests.
   a. Develop a comparative study of the founding, growth and development of each of these organizations.
   b. Indicate the goals and positions of the various groups on environmental questions.
   c. Indicate which groups are purely German organizations and which ones function as international organizations, such as Greenpeace.

   Why is environmentalism such a strong issue in Germany?

INTERNET: http://www.nosc.mil/planet_earth/countries/Germany.html
http://www.nuc.umr.edu/~ans/QA.html

CUBAN BALL (PART 1): CUBA--SPORTS--BASEBALL

2. How do Cuban baseball players compare with those from other countries, including the U.S.? What characteristics of the game have made it so popular in Cuba? Have students create a poster study of the history of baseball showing its expansion from earliest times to the modern day. Include information about when the game was first played in each country and the circumstances that led players from one country to play for another. Lead a class discussion historical instances where sports competitions bridge political and cultural divides.

INTERNET: http://sunsite.unc.edu/mao/cuba/links.html
http://www2.nando.net/newsroom/ap/oth/1995/oth/mor/feat/archive/111295/mor10728.html

----------~WORLDVIEW: TODAY'S NEWS TERMS----------

re-processing	dilemma	skepticism	anarchists	sentiment
catechism	ostracized	ideology	infatuation	amateur

```
******  **   **   *
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Tuesday, June 4, 1996

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Delegates from around the world meet in Turkey for the UN Social Summit.	6:00	7:00
HEADLINES	MIDEAST PEACE IN JEOPARDY...ARAFAT SPEAKS AT OXFORD...NATO REDEFINES ITSELF...INDIA'S NEW GOVERNMENT...	1:30	8:30
INTERNAT'L DESK	The United States and West African nations prefer not to "get involved" in Liberia's civil war.	3:35	12:05
GAMES OF '96	The Olympic Torch continues its journey through the midwest U.S.	:40	12:45
LOOK AHEAD	TOMORROW: Child labor abuses	:40	13:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	15:15
INDIA AND THE WEST	Analysts see India as a great emerging power with regional political potential.	3:25	18:40
EGYPT NUBIA	Nubian culture persists despite the destruction of what was once Nubia.	1:50	20:30
CUBAN BALL (PART II)	Cuba's baseball stars are the product of training programs all over the island.	8:10	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-room use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

****

* Help your students follow the issues and ideas behind *
* Campaign USA '96 with the DEMOCRACY IN AMERICA DESK, every *
* Monday throughout the summer and fall on CNN NEWSROOM. *

****

TOP STORY: UN "CITY SUMMIT"

1. What is the purpose of the latest UN social summit? Where is the summit held? Why do you think the summit organizers chose this city for its meeting?
2. Write the three major themes of this summit -- population, development and discrimination -- on the board.
   a. After a brief discussion focusing on each of these themes, direct each student to search newspapers/news magazines for at least one article that cites a specific problem or concern in any one of these categories. Have students bring their articles to class.

BEST COPY AVAILABLE

b. Divide a bulletin board into 3 columns labeled POPULATION, DEVELOPMENT and DISCRIMINATION. Instruct students to pin their articles in the appropriate columns.
c. Allow students to read each article in a specified time period then return it to its place on the board for others to read.

When everyone has read all the articles, divide the class into 3 groups. Challenge each group to come up with and present an agenda or course of action for dealing with the problems they read about in the articles in any one category.

3. Have each group of students choose any city and research its living conditions (housing availability, environmental issues, jobs, etc.). Have groups report their findings. As a class, devise a "quality of life index" using a clear letter or number system (e.g., "1" might mean "very high standard of living for that city, "5" might mean conditions are deplorable). Conclude by having each student write an essay assigning a "quality of life index" number (based on the class "system") to one city and explaining his/her rationale.

4. UN Sec'y. General Boutros Boutros Ghali has stated, "I consider the conferences of the UN crucial to the work of the organization, essential to the fulfillment of the mandate and crucial for the determination of the future of life on this planet." Focus students' attention on this quote and have them work in groups to research any one UN conference in recent history. What issues did it consider? What was the outcome of the conference? Do students think it was "crucial" as described in the above statement? Have each group present a critical analysis of that conference and evaluate its role in affecting global policy.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

summit Istanbul urban density sick-city syndrome migration

```
*****  *     *  *****  **  *
  *    * *   *    *     *  *
  *    *  *  *    *        *
  *    *   * *    *        *
*****  *    **    *        ***** DESK:  LIBERIA FIGHTING
```

1. BEFORE VIEWING: Have students describe images of Africa gleaned from the news and list each under the heading POSITIVE or NEGATIVE. Have them hypothesize reasons for the preponderance of listings under one heading.

2. AFTER VIEWING: Ask: In what ways did the U.S. and the Soviet Union seek to "...checkmate one another globally"? Give specific examples from anywhere in the world.

3. According to the video, what has been the response to Liberian refugees by other West African nations? Have students a) note on a map countries to which Liberian refugees most likely tried to flee; b) search recent news reports for information on how they were received; then, c) compare with the plight of recent refugee populations in other parts of the world. What conclusions can students draw about the nations most likely to be refugee receptive? What appears to be the deciding factor(s)?

4. Group students. Distribute copies of the HANDOUT (pg 4) to each group to highlight events in Liberia's history that they believe foreshadow the country's current political instability.

5. Have students respond to the following quote from the video by TransAfrica's Randall Robinson: "For 30 years the U.S. cared about Africa for the wrong reason." What was that reason? Divide the African continent into quadrants; assign one quadrant to each of 4 student groups. Direct each group to:
a. research their assigned nations' relationships with the U.S. and the Soviet Union during the Cold War.

b. update each country's political/economic status in the post-Cold War era.

Have each group make a graphic presentation of its findings to the class. Analyze and discuss the information presented and patterns found. Have students project 20 years into the future the status of their assigned nations and state their rationale.

6. Challenge students to research the national makeup and purpose of the following African organizations: ECOWAS, ECOMOG and OAU. To what extent have they been involved in Liberia? To what extent have they been successful? Explain. In your opinion, what factor(s) most impede their effectiveness? Which factors could aid in their success? Explain.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Cold War era Randall Robinson TransAfrica Americo-Liberians

***** ** ** *
* * * * * *
* * * * * *
******** ** **

STUDENT RESOURCE: LIBERIA -- BACKGROUNDER

Liberia was founded in 1822 by the white American Colonization Society as a place to relocate the descendants of freed slaves. In 1847, Liberia became Africa's first republic. These early, English-speaking colonists, called Americo-Liberians, established themselves as a dominant class over the indigenous populations, which was comprised of several different cultures.

Liberia's major export was rubber; by 1904, Britain had established the first rubber plantation. America's Firestone Tire and Rubber Company bought out the British in 1926, leasing almost a half million hectares of land which was worked by the indigenous population, oftentimes by force. Firestone remained a presence in Liberia until 1983. Other major exports include rice, palm oil, coffee, cocoa and iron ore.

William V.S. Tubman, President of Liberia from 1944 to his death in 1971, attempted, as did others, to integrate the two classes. However, the Americo-Liberians retained control over the government and civil service. Tubman was succeeded by his Vice-Pres., William R. Tolbert, Jr. In 1980, Tolbert and other officials were executed after a successful military coup led by Samuel K. Doe, the first non-Americo-Liberian head of government. Six years later -- and after a suspect election -- Doe became President and a new constitution took effect.

In 1989, Charles Taylor, a former Doe associate and member of an opposing tribe, led an invading force, the National Patriotic Front, against Doe. Later, Doe was killed by still another rival faction. Four men proclaimed themselves as leader. The West African Economy Community (ECOWAS) placed peacekeeping troops in Liberia in August 1990 and partitioned the country into two zones. One zone included Monrovia, Liberia's capital; the other zone, controlled by Taylor, comprised about 95% of the land.

Several cease-fires have been negotiated since then, each one giving way to factional fighting. In 1993, an interim government was established. Fighting erupted again in April 1996 when loyalist Taylor forces tried to arrest the leader of another faction, Roosevelt Johnson who, subsequently, fled to Ghana.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from the following:

AMERICA ONLINE resources
Mazrui, A. & Michael Tidy. NATIONALISM AND NEW STATES IN AFRICA. Oxford: Heinemann International. 1984.
Shillington, Kevin, HISTORY OF AFRICA. NY: St. Martin's Press. 1989.

```
*****  **    **    *
*      * *  * *  * *
*      *  * *  * * *
********    **    ** NEWSROOM WORLDVIEW
```

INDIA AND THE WEST: INDIA--POLITICS

1. In what ways has India assumed the role of a regional power? What factors limit India's domination of the politics of the region? Have students color-code a map of the region, with India as the center, showing the population of each country. Place on each country a symbol a) showing the number of soldiers in that country's military and b) showing the size of its GNP. What conclusions can be drawn about political, military and economic power in the region? What will it take for India to be able to assume clear leadership? Explain.

INTERNET: http://www.tajmahal.com/india/india2.html

EGYPT NUBIA: EGYPT--SOCIAL LIFE AND CUSTOMS; CULTURE--NUBIANS

2. Why was it feared that Nubian culture would disappear? Have student groups research the history and folklore of Nubian history and culture. Ask: Why do you think the Nubian culture is still alive? Have students write a poem or essay suggesting the importance of maintaining indigenous cultures. Illustrate and compile these into a bound volume.

INTERNET: http://apps1.channel1.com/users/mansoorm/eir.html
http://www.lycos.com/cgi-bin/pursuit?query=nubia%20egypt&ab=thecatalog

CUBAN BALL (PART II): CUBA--SPORTS--BASEBALL

3. What resources insure that most young people in Cuba get a chance to play baseball? How are players selected for more specialized national training? Ask: How do you think Cuba will fare in the Summer Olympic Games? Have student groups:
   a. List the teams that are competing in Olympic baseball this summer.
   b. Make a chart showing the number of amateur and professional teams in each country and the extent to which baseball is learned and played in each country's schools.
   c. Using the results of the baseball competition from the 1992 Olympics, identify countries they consider to be baseball powerhouses. Compare with the names on the chart.

   Ask students: Why do you think the Cuba is particularly strong in international competition? Why do you think the government has made such a large investment in baseball programs? Is it paying off for them? In what ways?

INTERNET: http://sunsite.unc.edu/mao/cuba/links.html
http://www2.nando.net/newsroom/ap/oth/1995/oth/mor/feat/archive/111295/mor10728.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

mystical	non-aligned	geo-political	flashpoint	clout
heritage	obliterated	prowess	screening	expertise

```
******  **   **   *                                  Wednesday, June 5, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Middle East leaders meet as the Israeli government goes through its transition.	3:10	4:10
HEADLINES	PRES. CLINTON SPEAKS FOR THE DEFENSE... ARIANE-5 ROCKET FAILS...	:40	4:50
HABITAT CONFERENCE	In Egypt, planners are stymied by the failure of their planned city.	2:45	7:35
OUR WORLD: BASEBALL	New products could significantly reduce injuries in kid's baseball leagues.	:30	8:05
OUR WORLD: LABOR LAWS	Craig Kielburger sets out to expose and eliminate child labor abuses.	3:00	11:05
BUSINESS BRIEF	Chrysler plans to fight a government order to recall certain 1995 models.	:30	11:35
BUSINESS DESK	Wax confectioneries are back. Is the market ready?	2:10	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:55	15:40
CZECH SUCCESS	The Czech Republic has flourished since the collapse of communism.	3:05	18:45
GUATEMALA CARE	The relief agency, CARE, helps women in Guatemala to generate income of their own.	2:05	20:50
CUBAN BALL (PART 3)	Cuban baseball has many well-known retired legends and current heroes.	8:15	29:05
CNN NEWSROOM WORLDVIEW CLOSE		:55	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.

May be reproduced for class-
room use with CNN NEWSROOM

Curriculum materials by
Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*    DON'T TOUCH THAT DIAL (or that VCR)!  CNN NEWSROOM and the          *
*  NEWSROOM DAILY GUIDE will continue throughout the summer!  Keep up    *
*          with global news all summer long with CNN!                    *
**************************************************************************
```

TOP STORY: ISRAEL TRANSITION TALKS

1. Who are the major players affected by the transition in Israeli leadership? (Netanyahu, Peres, Mubarak, Hussein, Arafat) Is there a mutual goal for their countries? What are similarities and differences among these leaders in attaining their goals?
2. Has Prime Minister-elect Netanyahu's position changed since the election? Explain. What might be the make-up of his "national unity" government? Acting as one of the major players in the Middle East peace talks, have students make 1-minute extemporaneous talks as they react to Netanyahu's new stance.

HABITAT CONFERENCE

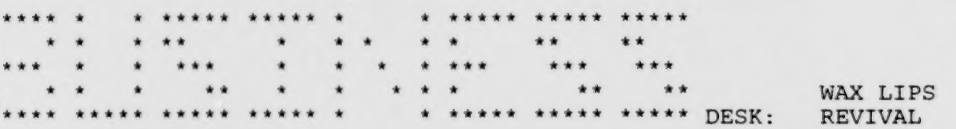
3. Agree or disagree: The "right to housing" is a basic human right that governments must protect. What economic groups might benefit from a mandatory housing act and what constituencies would suffer? Do you agree with the position the U.S. delegation has taken at this conference? Explain.
4. What did the designers of the Tenth of Ramadan consider the primary factors determining an Egyptian's quality of life? What cultural factors did the designers underestimate? Have students act as members of a task force in charge of making the Tenth of Ramadan more closely reflect Egyptian cultural values. They must create and promote a list of incentives designed to encourage commuters and their family members to move to this city.

OUR WORLD: LABOR LAWS

5. What different strategies has Craig Kielburger used to stop child labor? Which of these approaches is the most effective? Explain. Using the Internet address below and other sources, have students gather information on policies some U.S companies are implementing to prevent child labor. Are some policies easier to enforce than others? Explain.
   INTERNET SOURCE: http://www.wnia.org/CEP/1195news/bobycopy.htm)
6. The Council on Economic Priorities (November 1995 Research Report) states that 95% of child laborers live in developing nations (http://www.wnia.org/CEP/1195news/bobycopy.htm). Are we as North American consumers responsible for abuses occurring elsewhere? Distribute the HANDOUT (pg 4.), divide students into small groups and ask them to rank various consumer behaviors on a "moral scale."

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

unity government right wing model community Tenth of Ramadan
Consumer Product Safety Commission child labor Craig Kielburger



1. BEFORE VIEWING: What products were your favorite purchases as a young child? Are these products still available? Would you still make these purchases? Why/Why not?

2. AFTER VIEWING: Why are the waxed candies called "nostalgic"? Now that these products are once again available to consumers, do you believe they will buy them? Base your answer on your own experience with products from your early childhood.

3. Guide students to explain the concept: "a corner on the market." Who is the target market for nostalgic waxed candies? Is this a profitable market to corner? Explain. How might the manufacturer broaden the appeal of these candies to a larger consumer base? Have students design wax confections for the '90s. Groups should consider flavors, shapes, colors, links to current trends. Have students present their candy ideas along with their rationales. As a class, critique the concepts for mass market appeal.

4. Why do the manufacturers of waxed candies believe they have a "winner"? What type of market research might they have implemented before reviving the candies?
   (a) OBSERVATIONAL RESEARCH -- gathering data through direct or indirect monitoring and recording of consumer behavior (competitive products, pricing, packaging)
   (b) EXPERIMENTAL RESEARCH -- gathering data by manipulating variables and comparing to a control (testing advertising, price, distribution, packaging)

(c) SURVEY RESEARCH -- gathering data from respondents in a survey instrument (mail, telephone, in person)
Why would this type of research be most effective? How might the research be implemented?

5. Have student groups design a FOCUS GROUP interview that would yield data to determine the most marketable candy among their peers. Have students (a) develop the "script" for the focus group moderator -- from broad introductory questions to specific issues; (b) choose effective candy samples for consumer behavior tests; (c) record data as they implement the independent focus group made up of students from other classes. Guide groups to analyze and report their data with a recommendation for the most profitable candy venture.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
marketing nostalgia market research consumer behavior focus group

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: CRITIQUING THE CONSUMER

DIRECTIONS: Read the following scenarios and on the scale rank the individuals described from most objectionable (5) to least objectionable (1). Discuss the rankings within your group. Be prepared to explain what specific behaviors are the most negative and why they are particularly detrimental.

1.(_)Mary Magee is a working mother who shops quickly. She often does not have time to follow the news. Although she is concerned about children's rights, she does not know what she can do as a consumer to prevent child labor.

2.(_)Bob Boylston is a coupon clipper for whom the bottom line is price. When he watched Craig Kielburger on the news he thought about changing his shopping habits, but he concluded that altering his ways would have an insignificant impact on child laborers.

3.(_)Dave Dunster put his money into a mutual fund that invests in developing nations. He has made a high return on his investment so far and he is not sure if the fund investigates the labor practices of the companies it supports.

4.(_)Sarah Sanders began investing heavily in companies whose manufacturing plants are in developing nations. For Sarah, cheaper labor costs mean a higher return on her investments.

5.(_)Tom Turnbeck has invested heavily in a textile manufacturer. He knows the company exploits children but he hopes that over time he can influence the company's policies because he is one of their biggest shareholders.

EXTENSION: Write a description of yourself as a consumer. Use the third person, referring to yourself as "he" or "she."

_____

_____

_____

Where would you rank your scenario among those above? How might you rewrite your scenario to improve your ranking?

_____

_____

_____

```
*****  **    **    *
*      *  *  *  *  *
*      *   * *   * *
********    **    ** NEWSROOM WORLDVIEW
```

CZECH SUCCESS: CZECH REPUBLIC--ECONOMIC GROWTH

1. What factors suggest that the economy of the Czech Republic has flourished? Why has this happened? Have students investigate the success of the Czech Republic.
   a. Graph the economic characteristics of the countries of eastern Europe: population density, literacy rates, percentage urban, value of machinery, etc.
   b. Compare your data with GNP data for each of these countries.

   Are there apparent reasons why the Czech Republic has been so successful? What factors seem to be most important to economic growth? Will the other countries be able to match Czech success? Explain.

INTERNET: http://www.ios.com/%7Ejirim/czech2.html

GUATEMALA CARE: GUATEMALA--ECONOMIC CONDITIONS; ENTREPRENEURSHIP

2. How has CARE tried to improve the condition of peasant women in Guatemala? Is the program thought to be successful? Does it appear to be practical? Using pigs or blackberries as examples, have student groups list the steps necessary to produce, transport and sell the product for money. How does the presence of a largely barter economy affect this situation? What non-financial barriers do you see? What else should be done to improve this situation? Is this CARE program a step in the right direction? Explain.

INTERNET: http://members.aol.com/guatemala1/html/guatunl.htm
http://www.webpres.com/quetzalnet/

CUBAN BALL (PART III): CUBA--SPORTS--BASEBALL

3. Who are the heroes of Cuban baseball and what are their rewards? How do they view the opportunities baseball provides them? How do these heroes compare with sports heroes of other countries? Lead a class discussion on the relationship between sports/sports heroes and national identities. Have groups search for information on
   a. the role played by sports and sporting events in nations' cultures and economies; and,
   b. the effective use of sports in creating opportunities for international exchanges, or "sports diplomacy."

   Have groups share their information. Create a display illustrating our global passion for physical competition.

INTERNET: http://sunsite.unc.edu/mao/cuba/links.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

stereotypes	dissident	identity	subsumed	integrate
subsistence	credit	empowerment	self-esteem	adulation

```
******  **   **   *                                    Thursday, June 6, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	A Senate report warns that cyber-crime is a threat to national security.	3:20	4:20
HEADLINES	U.S., ARAB NATIONS URGE ISRAEL TO CONTINUE PEACE PROCESS...U.S. COMPANIES MAY DEAL WITH IRAQ...ECONOMIC PLANS IN INDIA...	1:10	5:30
HABITAT FOR HUMANITY	U.N. summit leaders might want to look to this program as a housing model.	3:25	8:55
LOOK AHEAD	TOMORROW: A TIME FOR HEALING	:30	9:25
OUR WORLD	Teenage girls are abusing drugs and alcohol in increasing numbers.	2:00	11:25
SCIENCE FACT	It's not good to be a honeybee in the United States...	:35	12:00
SCIENCE DESK	A graduate student stumbles on the bones of what might have been the world's fastest dinosaur.	2:20	14:20
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:20	15:40
EURO SKEPTICS	European Union members have a hard time wooing skeptical Britons.	3:05	18:45
CUBAN BALL (PART IV)	Some Cuban players defect to the U.S. to earn big money for their skills.	10:50	29:35
CNN NEWSROOM WORLDVIEW CLOSE		:25	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*  Remember to ask your Media Specialist to archive copies of the CNN    *
*  NEWSROOM DAILY GUIDE for you this summer:  Both the Guide and program *
*  continue throughout the summer, each weekday!                         *
**************************************************************************
```

TOP STORY: CYBER-SECURITY RISKS

1. What is computer "hacking"? What institutions and businesses are at risk from hacker activity? In the video we are told that "...there's a threat to national security, but that nobody knows how serious it really is." Why do you think this threat has been largely ignored by business and government leaders?
2. One computer security expert likens cyber-security to "building an onion." Divide the class into "teams" and have each choose a particular business or institution for which to design a cyber-security system.

a. Have each team begin by listing the issues/concerns that would likely be specific to its chosen "client" (e.g., a bank would want to protect account numbers and personal loan/account information).
b. Challenge each team to "build" the multi-layered "onion" that would deter hackers.

Have groups present their ideas and critique each other's. Can cyberspace ever be made "burglar proof"? If not, what recourse exists for government, business and individuals? Discuss.

HABITAT FOR HUMANITY

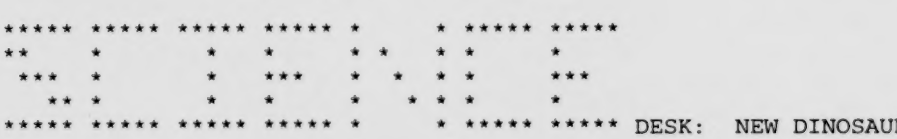
3. Generate a class discussion about how Habitat for Humanity embodies the "raising the barn" spirit of long ago. If there is a Habitat chapter in your region, have students find out more about the specifics of the organization's work. Who builds these homes? How are they funded? How do the new homeowners help to promote the "barn-raising ethic"? Have students share their findings. Discuss how aspects of the Habitat for Humanity program could be applied on a global scale to address the problems of poverty and homelessness.

OUR WORLD: GIRLS AND DRUGS

4. According to the video, what factors have contributed to the rise in drug and alcohol abuse among teenage girls? Do you agree or disagree with this reasoning? Explain. The study cited in the video recommends training adults to spot the "subtle symptoms" of substance abuse among girls and women. Offer your ideas for a realistic strategy to prevent young women from turning to drugs and alcohol.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

hacking download computer virus cyber-crime encryption raze
Habitat for Humanity Jimmy Carter "junkie chic" substance abuse



1. BEFORE VIEWING: Ask students to describe dinosaurs. How many can they name? How large were they? When did they live? In what ways did their world differ from ours? How do we know these things?
2. AFTER VIEWING: Discuss the characteristics of the newly discovered dinosaur. Has this discovery shed new light on our understanding of these beasts? Explain
3. Arrange for students to have access to media materials and instruct them to conduct research of the world of 90 million years ago.
   a. During what geologic era and period was this?
   b. What plants and animals could be found on Earth?
   c. What was the climate like?
   d. How do we know these facts?
4. Gather materials suitable for constructing dioramas for each student group. Distribute copies of the HANDOUT (pg 4). Instruct each student to read carefully the background information on the Cretaceous Period. Then, divide the class into groups, challenging each to use the materials provided to create a diorama depicting some aspect of Deltadromeus' life. Have them use information from the video, their own research and information on the HANDOUT to insure accuracy. Display completed dioramas in the media center or commons areas.
5. Challenge students to write a story from the viewpoint of a Deltadromeus. Have them correlate the story to the action depicted in the diorama. Arrange for students to share completed stories and dioramas with other classes, younger students, the PTSA or faculty.

BEST COPY AVAILABLE

EXTENSION: Write a story from the viewpoint of a paleontologist who uncovers evidence of the action depicted by the diorama. Use information from the video to describe the working conditions of a paleontologist. Will the scientists correctly interpret the events depicted by the diorama? Why/Why not?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

dinosaur	delta	Deltadromeus agilis
paleontologist	Morocco	Tyrannosaurus rex

***** ** ** *
* * * * * *
* * * * * *
******** ** **

STUDENT HANDOUT:

THE LIFE & TIMES OF DELTADROMEUS

The dinosaur's muscles rippled under her reptilian skin. Walking upright through the swampy delta, her 3-toed feet made squishing sounds in the soft ground but did not sink. Her 27 foot-long body was poised for action, sense organs in her 5 foot-long head alert for signs of prey, and 5-inch long razor sharp teeth glistened. She was adapted for hunting in forests and fens of the Cretaceous Period. She is called Deltadromeus Agilis, or agile delta runner.

This remarkable creature did not know all the things we do about her world. The vegetation that feed her prey was vastly different from that we find now. Most of the plants were gymnosperms, relatives of today's pines, cypress, cedars and hemlocks. Many were palm-like cycads, such as Zamia, that still grow in central Florida. Others were relatives of the ginkgo tree with its broad, fan-shaped leaves. Some were like today's conifers. All produced seeds that are not enclosed in fruits or husks; none produced flowers.

Angiosperms, or flowering plants, were small and just beginning to challenge the gymnosperms for control of the land. The landscape lacked the color and nutrition supplied by flowers, fruits and berries but the delta land was productive. Herbivores munched on gymnosperms, insects swarmed and Mesozoic mammals roamed.

Small and secretive, these ancestors of today's most successful group of vertebrates played second fiddle to the ruling class of the Mesozoic, the reptiles. Herbivorous reptiles walked, swam and flew through the Cretaceous landscape. Largest of these, the sauropods, were food for Deltadromeus but a challenge to bring down. Some had duck-like bills, others had sharp horns and protective head frills. All were formidable opponents. Other predators and scavengers competed with Deltadromeus for herbivore flesh. Some were small and agile and hunted in packs; others were large and solitary.

Deltadromeus waited for her hunt, using the gymnosperm vegetation as cover. Along came a giant herbivorous dinosaur with 3 sharp horns and a head frill and Deltadromeus pounced with great speed. The Triceratops tried to flee but was overtaken. Using her razor sharp teeth, Deltadromeus ripped huge hunks of flesh from its body. Her prey succumbed quickly and Deltadromeus' young could eat. Scavengers were attracted to the kill; even shy mammals got a share. By nightfall the carcass was just bones. Although perfectly adapted to her environment, the Deltadromeus female died, her carcass covered with sediment. Millennia passed, the climate changed and different adaptations were selected. Dinosaurs vanished. Mammals became the dominant vertebrate; 90 million years after she died, Deltadromeus' remains were uncovered, shedding new light on her world.

NEWSROOM WORLDVIEW

EURO SKEPTICS: BRITAIN--ECONOMIC POLICY--EUROPEAN UNION

1. WHILE VIEWING: Have students list a) advantages Britain has in joining the European Union and b) reasons why some Britons remain skeptical about the Union. AFTER VIEWING: Gather more information about the advantages/disadvantages to Britain of its membership in the EU. Place your data on a decision grid and

label the columns PRO and CON and the rows SOCIAL, POLITICAL and ECONOMIC. Which as has the advantage, PRO or CON?

a. On what did you base that decision? Are the arguments of equal value?
b. Identify the weak and strong arguments. Which row had the strongest arguments for and against the Union? Which one had the weakest?
c. Are the stronger or weaker arguments psychologically based, that is, using fear or anger? Why do you think this is so?

Considering all of the arguments, do you think Britain will join the EU? Why/Why not?

INTERNET: http://www.cec.lu/welcome.html
http://www.lycos.com/cgi-bin/pursuit?query=european%20union%20britian&ab=the_catalog

CUBAN BALL (PART IV): CUBA--U.S.--IMMIGRATION & EMIGRATION

2. WHILE VIEWING: Have students note the reasons Cuban baseball players defect to the U.S. and what their defections have cost them. AFTER VIEWING: Review the history of Cuban migration to the U.S. and note what motivated Cuban immigrants in general. Compare the 2 sets of notes.
   a. Do ball players have motivations and costs similar to those of other Cuban defectors?
   b. Are there ways in which the baseball players' situation is significantly different?
   c. Should the U.S. welcome defecting ball players or should they be returned to Cuba? Defend your response.
3. Write 2 letters from the perspective of a Cuban ball player who has defected.
   a. Letter #1: to U.S. immigration (INS) explaining why you should be granted asylum.
   b. Letter #2: to your family in Cuba explaining your reasons for your actions.

Compare your letters with those of your classmates and discuss.

INTERNET: http://www.nando.net/newsroom/ap/bbo/1995/mlb/mlb/feat/archive/102295/mlb58553.html
http://sunsite.unc.edu/mao/cuba/links.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

recalcitrant	truculent	identity	defection	makeshift
opportunity	hardship	bonuses	lucrative	opportunist

Friday, June 7, 1996

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	Britain and Ireland finally agree on North Ireland multi-party peace talks but the IRA refuses to disarm until a final settlement.	3:30	4:20
HEADLINES	WILDFIRES CHEW THROUGH ALASKA...TURKEY'S PRIME MINISTER RESIGNS...	:45	5:05
EDITOR'S DESK	UN's City Summit focuses on improving city living around the globe; Netanyahu, Israel's new prime minister, considers a coalition with the Labor Party but remains opposed to a Palestinian state.	3:05	8:10
LOOK AHEAD	Young kids can see a different "take" on Shakespeare with the National Theatre of the Deaf.	:40	8:50
NATIVE AMERICANS	Native American gathering stresses a time for healing and family reconciliation.	4:40	13:30
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:55	16:25
ISRAEL ABUL ABBAS	Israel has allowed a well-known terrorist into the country to vote and talk.	3:45	00:00
CHILE ENCHANTED	The island of Chiloe provides a contrast to its nearby mother country, Chile.	2:35	00:00
GERMANY BLOOM	The "amorphophallus titanum" blossoms seldom but has the world's largest bloom.	:40	00:00
CUBAN BALL (PART V)	Cuba's baseball team hopes to win the Olympic gold medal this summer.	6:00	00:00
CNN NEWSROOM WORLDVIEW CLOSE		:35	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

* Tune in Mondays for the DEMOCRACY IN AMERICA on CNN NEWSROOM. *
* Explore the issues and images that are shaping Campaign '96. *

TOP STORY: NORTHERN IRELAND PEACE

1. What is Sinn Fein? Why aren't they involved in N. Ireland's peace talks? Explain why there is an air of mistrust between the IRA and the British government. What is former U.S. Sen. George Mitchell's role in the peace process?
2. Divide the class into groups. Have each research the conflict in N. Ireland to learn about the different parties involved and their objectives. Then, have each group list possible outcomes of the peace talks based on what it has learned about the current situation in N. Ireland. Have groups present their findings and ideas. In class discussion, challenge students to make predictions about the results of the peace negotiations.

EDITOR'S DESK: NEWSQUIZ (pg 4)

3. Today's NEWSQUIZ asks students to identify at least one story seen this week on CNN NEWSROOM in each of the following categories: International, National, Health & Safety, Social and Technology. For each story identified, students must write an appropriate headline. Answers may vary as some categories overlap; e.g., KIDS' RALLY could fall under National or Social. BONUS: Students can score additional points by naming more than one story where applicable. Each story must have a headline.

NATIVE AMERICAN GATHERING

4. Explain why more than a 1000 Native Americans from 80 tribes met recently in the Colorado Rockies. How did what they hear, see and experience help them "to become healthy links in the circle of life"?
5. Define and discuss the term "ritual" in class. Replay the video, directing students to note examples of ritual throughout the segment. Have them share their notes in class discussion. What symbols were involved in each ritual? What was the significance of each ceremony? Ask students whether or not they have ever been part of, or have witnessed, a ritual. Have them write brief papers explaining what took place, what symbols were used and the ritual's role within the specific culture.

MEDIA LITERACY: READ BETWEEN THE HEADLINES

6. Distribute the HANDOUT (pg 3) and, as a class, read and discuss the double meanings behind the headlines. Ask volunteers to state how they might rewrite some of these to clarify their intended meanings. Challenge students to find more examples of double-meaning headlines or create some of their own.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

IRA Sinn Fein George Mitchell disarmament sacred spirituality natural law domestic abuse Hoop of Nations

* **** ** ** *
* * * * * *
* * * * * * MEDIA LITERACY:
******** ** ** STUDENT HANDOUT: READ BETWEEN THE HEADLINES

DIRECTIONS: Each of the headlines below actually appeared in a newspaper in the U.S. Some of them have immediate amusement value, others you'll have to think about or read twice. Read each and discuss what it says versus what it is supposed to say or mean. How would you rewrite each to clarify its meaning?

FARMER BILL DIES IN HOUSE

EYE DROPS OFF SHELF

TEACHER STRIKES IDLE KIDS

SQUAD HELPS DOG BITE VICTIM

INCLUDE YOUR CHILDREN WHEN BAKING COOKIES

AIR HEAD FIRED

TYPHOON RIPS THROUGH CEMETERY; HUNDREDS DEAD

RED TAPE HOLDS UP NEW BRIDGE

MAN STRUCK BY LIGHTNING FACES BATTERY CHARGE

LOCAL HIGH SCHOOL DROPOUTS CUT IN HALF

HOSPITALS SUED BY 7 FOOT DOCTORS

NEW VACCINE MAY CONTAIN RABIES

COLD WAVE LINKED TO TEMPERATURES

MINERS REFUSE TO WORK AFTER DEATH

LOCAL COUPLE SLAIN; POLICE SUSPECT HOMICIDE

IF STRIKE ISN'T SETTLED QUICKLY, IT MAY LAST A WHILE

SAFETY EXPERTS SAY SCHOOL BUS PASSENGERS SHOULD BE BELTED

KIDS MAKE NUTRITIOUS SNACKS

** Search newspapers for other examples of headlines with double-meanings, or write some of your own.

DIRECTIONS: Stories from this week's CNN NEWSROOM fell into several categories which are listed below. For each category, identify at least one story and write a headline to accompany it.

INTERNATIONAL: _____

Headline: _____

_____

NATIONAL: _____

Headline: _____

_____

HEALTH/SAFETY: _____

Headline: _____

_____

SOCIAL: _____

Headline: _____

_____

TECHNOLOGY: _____

Headline: _____

_____

WRAP IT UP: Work with a group to present a program reviewing the week's news. Create a storyboard showing the featured stories then "broadcast" stories of the week in front of the class.

```
*****  **    **    *
*      *  *  *  *  *
*      *   * *   * *
********    **    ** NEWSROOM WORLDVIEW
```

ISRAEL ABUL ABBAS: ISRAEL--PALESTINIAN ARABS; TERRORISM

1. Who is Abul Abbas? Why is he in Israel? Why do some oppose his presence there? Have the class prepare a portfolio of information about Abul Abbas then hold a courtroom hearing on his future.
   a. One person should represent the Italian government and request extradition.
   b. A Palestinian should argue for his stay in Israel.
   c. Judges should be Israelis who must choose among the two positions or another choice, considering the political implications of their decision.

   Conduct the trial and decide his fate. How was the case decided? What factors influenced the decision? Can a criminal truly be a national hero? Explain. Follow up by writing a letter to the Israeli ambassador discussing your decision.

INTERNET: http://www2.nando.net/newsroom/ntn/world/020596/world3_10890_S2.html
http://www.ariga.com/peacebiz/peacelnk/israeli.htm

CHILE ENCHANTED: CHILE--SOCIAL LIFE AND CUSTOMS

2. Why has Chiloe become a major tourist attraction? Gather data to make a colorful, graphic, travel poster advocating vacations on Chiloe. Choose carefully the attractions you display and the theme you use, and try to work Chiloe's mythology into your display. Does your poster interest people in this vacation site? What qualities most appeal to them? What do they like least about your depiction of the island? Do you think persons in your community might vacation there? In what country might it best to advertise Chiloe Island? Why?

INTERNET: http://www.city.net/countries/chile/

CUBAN BALL (PART V): CUBA--SPORTS--BASEBALL; OLYMPIC GAMES

3. What are Cuba's expectations for the Olympics? Who seems most concerned about the issue of defections? Gather data about the 5 best teams in the 1992 Olympic baseball competition. Graph that data and add any recent data you can find. Have any changes taken place in the top teams? Use your data and any other information to predict who will win this summer's gold, silver and bronze baseball metals. Check your predictions against the outcome of the Games.

INTERNET: http://www.ajc.com/oly/cuba2.htm
http://sunsite.unc.edu/mao/cuba/links.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

militants	absentia	intrigue	Chilotes	Amerindian
curanto	enchanted	mythology	indigenous	horticulture

```
******  **   **   *                                  Monday, June 10, 1996
*      * *  * *  *
*      *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The U.S. government will investigate the burning of more than 30 black churches.	4:55	5:55
HEADLINES	RUSSIAN/CHECHEN TALKS CONTINUE...WHITE HOUSE UNDER FIRE FOR SEEKING FBI FILES...	1:00	6:55
DEMOCRACY IN AMERICA	At least one candidate thinks that music is the key to the voters' hearts.	3:30	10:25
POP QUIZ	What playwright is known as the "Bard of Avon"? William Shakespeare	:35	11:00
OUR WORLD	This production opens Shakespearean theater to a whole new audience.	2:45	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	15:35
CROATIA DEMOCRACY	Croatian authorities have increased their attacks on the media and the opposition.	3:05	18:40
CHINA SMOKING	Beijing joins 26 other Chinese cities in banning all public smoking.	3:10	21:50
UNLIKELY OLYMPIAN	A swimmer from Togo hopes to compete in the Olympic Games this summer.	2:55	24:45
RUSSIAN COMPOSER	Tixon Khrennikhov's ballet, NAPOLEON, currently is playing in Moscow.	3:40	28:25
CNN NEWSROOM WORLDVIEW CLOSE		1:35	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-room use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*   Encourage your students to keep up with all the world's news         *
*    this summer!  Tell them to set their VCRs for CNN NEWSROOM,         *
* 4:30-5:00 a.m. ET each weekday.  Ask your media specialist to          *
* archive the DAILY GUIDE for you weekdays throughout the summer.        *
**************************************************************************
```

TOP STORY: CHURCH BURNINGS

1. Do you think what President Clinton calls "racial hostility" is a significant problem locally and nationally? What details in the story suggest that racial polarization is affecting both the reactions to the burnings and the federal government's efforts to stop them?
2. Divide students into small groups and present them with this scenario: You have been assigned to a task force that must evaluate Pres. Clinton's four-pronged approach to stopping the burnings.
   a. What aspects of his approach would you leave unchanged?

b. what specific improvements would you suggest?
Based on their evaluation of the Clinton Administration's approach, have groups a) offer their strategies for solving this crisis and publish them on posterboard and b) critique each other's ideas and come up with a consensus plan.

DEMOCRACY IN AMERICA DESK: ROCK FOR CONGRESS

3. Why is candidate Ken Poston reaching out to rock bands for support? Contrast his political strategy with that of his opponent, Nathan Deal.
4. Distribute the HANDOUT (pg 3). Have students work in groups to locate examples of celebrity endorsements in each category and note their findings on the HANDOUT. Groups should share their work, then respond to the questions that follow in class discussion. Do students think this strategy works in politics? Should the presidential contenders seek celebrity endorsements?

OUR WORLD: SHAKESPEARE AND AMERICAN SIGN LANGUAGE

5. In what way does Shakespeare's language lend itself to the "sign"? Ask student volunteers to demonstrate their knowledge of sign language and have the class describe the images these signs represent. Distribute the HANDOUT (pg 4) and divide the class into small groups. Discuss the definition of IMAGERY given on the HANDOUT then have groups follow the directions. CHALLENGE: Have students find a different passage containing imagery from MACBETH or another Shakespeare play and explain how they would direct the sign language for that passage.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

subpoena Justice Department Janet Reno ideological incumbent conservative endorsement underdog American Sign Language

***** ** ** *
* * * * * *
* * * * * * DEMOCRACY IN AMERICA DESK
******** ** ** STUDENT HANDOUT: CELEBRITY ENDORSEMENTS

DIRECTIONS: Search media sources, including TV and radio, to find a celebrity endorsement in each category below. REMEMBER: A celebrity can be an entertainer, sports figure, politician, or any other well-known person. Briefly describe who is doing the "endorsing," who or what he/she is promoting and what the audience sees/hears in each case. Offer your opinion on whether or not you think that celebrity endorsement is effective.

CELEBRITY ENDORSEMENT OF ...	DOES THE STRATEGY WORK? YES/NO/EXPLAIN
a political candidate:	
an issue:	
food or beverage:	
clothing:	

Share your examples with the class, then discuss your responses to the following questions:

1. In your opinion, does the celebrity endorsement work? If so, in which categories? Does it work in politics? Why/Why not?

2. If you were an advisor to candidate Bill Clinton or Bob Dole, would you recommend a celebrity endorsement? Explain. If so, which celebrity would you seek to endorse each candidate? Why?

***** ** ** *
* * * * * *
* * * * * *
******** ** **

STUDENT HANDOUT: SHAKESPEAREAN SIGN LANGUAGE

DIRECTIONS: Step 1: Read the definition of IMAGERY below and query your teacher and other group members until you understand this literary term. Then read the passage from Shakespeare's tragedy MACBETH several times, circling phrases that contain images.

IMAGERY: Descriptive language that creates a picture in the mind.

> Out, out brief candle!
> Life's but a walking shadow, a poor player
> That struts and frets his hour upon the stage,
> And then is heard no more; it is a tale
> Told by an idiot, full of sound and fury,
> Signifying nothing. (V, v, 3-28)

Step 2: Write out the meaning of the passage in your own words in the space below. This passage is spoken by the King Macbeth after he has just been told that his wife, the Queen, has committed suicide. When he delivers these lines, he is in danger of losing his throne -- and his life -- to his enemies who are rebelling against his reign.

Step 3: In the spaces below write down two images from the speech that the performer will communicate using American Sign Language. Use the remaining space to describe how the actor should dramatize the image so deaf people will "see" the spoken word.

1. IMAGE:

HOW IMAGE WILL BE DRAMATIZED:

2. IMAGE:

HOW IMAGE WILL BE DRAMATIZED:

***** ** ** *
* * * * * *
* * * * * *
******** ** **

NEWSROOM WORLDVIEW

CROATIA DEMOCRACY: CROATIA--POLITICS

1. What conditions and events have caused critics to charge that democracy in Croatia is in trouble? Group students to review Croatian history in order to gain insights into that country's potential for democracy. Have groups use what they learn to create a graph showing the institutions and conditions under which the Croats were ruled during the a) pre-Yugoslavian, b)

Yugoslavian and c) post-Yugoslavian periods.

a. Draw a large circle to represent the political future of Croatia and draw 3 circles around it with arrows pointing toward the center circle, each representing the periods mentioned above.

b. Considering the historical influences on Croatia, what projections would you make about Croatia's political future?

c. In what ways might other countries influence Croatia in order to boost the chances for its development of democratic institutions?

INTERNET: http://suc.suc.org/~kosta/tar/ndh/ndh-democracy.html

CHINA SMOKING: CHINA--SOCIAL LIFE AND CUSTOMS; SMOKING

2. What part does smoking play in China's economy? Why is the government joining the anti-smoking campaign? Among what group is smoking increasing? Have the class design and conduct a survey of smokers to find out why they started smoking, whether or not they understand the hazards and why they continue. Compile and analyze the data. Will increasing public restrictions on smoking affect their behavior? From your research and what you know of smoking in China, how effective do you think China's anti-smoking program will be? What other actions on China's part might be more effective in reducing smoking?

INTERNET: http://www.eecs.ukans.edu/~btwang/China/China.html

UNLIKELY OLYMPIAN: ATLANTA, GEORGIA--OLYMPIC GAMES

3. What are Senakwami's qualifications for participation in the Games? Find out what procedures are set by the International Olympic Committee for a person to qualify to represent his/her country. What other qualifying procedures does the U.S. set? Do persons from smaller countries who have fewer qualifications have a greater chance of participating in the Games than would be required of an athlete from a larger country? Should minimum performance standards be imposed? Should untrained athletes be allowed to participate? Defend your responses.

INTERNET: http://www.com-stock.com/dave/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Franjo Tudjman libel Zagreb Council of Europe coalition

Tuesday, June 11, 1996

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Russia and Chechnya reach an accord on when to hold Chechen local elections.	4:00	5:00
LOOK AHEAD	Russia: Countdown to the elections	:25	5:25
HEADLINES	SINN FEIN LOCKED OUT OF TALKS...TEEN CHARGED IN U.S. CHURCH ARSON...HEZBOLLAH STRIKES AGAIN...	1:25	6:50
INTERNAT'L DESK	What chance for Bosnia's elections with five-year-old voting lists and at-large war criminals?	2:55	9:45
AROUND THE WORLD	U.S. will send $6 million in food aid to North Korea.	:35	10:20
HABITAT CONFERENCE	Inchon, South Korea, is on the fast track to becoming a model urban center.	3:30	13:50
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	15:30
CRIME PHILIPPINES	Government raises concern over corruption among police and government officials.	2:40	18:10
UN NKOREA FOOD	Dwindling food supplies and a weakening economy hurt North Korea.	2:35	20:45
FRANCE NEW CARS	A British entrepreneur hopes to flood Paris with hundreds of his London cabs.	2:35	23:20
ZUCCHERO	Zucchero sings the Mediterranean Blues.	3:00	26:20
PAKISTANI	Rock stars listen to Islamic tunes.	2:20	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

* Forget the hassles of permission slips and bus schedules! Each * Turner Adventure Learning electronic field trip takes your class * on an exciting journey without leaving the classroom! For * information on upcoming events, call 1-800-344-6219. *

TOP STORY: RUSSIA

1. According to the video segment, on what "concept" did both sides in the Russia-Chechnya conflict agree? Lead a class discussion on why "...military issues...had been easily agreed....[but]...political issues [were]...a word-by-word uphill crawl...."
2. Mr. Yeltsin apparently used a 1994 deal with Tatarstan as a model for his new agreement with Chechnya. Group students to search for accurate information on the following:
   a. issues involved in Tatarstan's bid for independence;

b. ethnic minorities affected; and,
c. short- and long-term effects of the deal and whether or not the "power-sharing" has been mutually beneficial.

Have groups share the information they found about Tatarstan and compare it with what they know about Chechen issues and ethnicity. Ask: Does it appear as if Chechnya will achieve its goals, or is this latest move merely a campaign ploy? Defend your responses.

3. Have students evaluate, as a campaign strategy, the claim attributed to Mr. Yeltsin that "...communists are losing and may be planning foul play." In the persona of a campaign manager for one of Yeltsin's opponents, have each student "respond" to his claim.

HABITAT CONFERENCE: INCHON, SOUTH KOREA

4. What "problems" does Inchon City have to overcome in order to be a "model city"? What industries add to environmental concerns? Discuss the environmental impacts various kinds of industries can have on a community, including those in which your students live.
5. Ask: How does your community measure up as a "model city"? Distribute the HANDOUT (pg 4) to student groups. Have each
   a. review the categories given on the chart;
   b. discuss whether or not each translates into an "asset" or "liability" for the community; and,
   c. briefly explain their reasoning on the chart.

   Then have each group review its chart and prioritize the issues its community needs to address. Challenge groups to come up with and present practical ideas to address those issues.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

demilitarized Tatarstan Gennady Zyuganov metropolis solid waste

DESK: BOSNIAN ELECTIONS

1. BEFORE VIEWING: Summarize what you know of the war in Bosnia. Who was involved? What was the cause? How did the war end?

2. AFTER VIEWING: What do you think the reporter means when she says, "For better or worse, the electoral process begins in Bosnia"? How are the tensions that caused the Bosnian War still evident in the political process?

3. What logistical problems exist as the "process of democratization" begins? Why are voter lists inaccurate? How does this factor alone invite questions about a "fair" election? What other issues threaten the validity of the upcoming elections? Explain President Izetbegovic's view of the likelihood of a timely election in his country.

4. Besides the desire for political stability in Bosnia, why are NATO nations interested in having the elections take place on time?
   a. Generate a class discussion about the stake NATO nations have in the Bosnian peace process and in Bosnia's political stability.
   b. Divide the class into groups. Have each group discuss these questions: Should NATO be more involved in the electoral process in Bosnia? Why/Why not? If so, what measures should NATO take to promote timely, peaceful, fair elections?
   c. Give groups ample time to discuss, then have them share their ideas with the class.

   After hearing different views, have students write individual position papers stating their opinions and rationale on NATO involvement in the election process.

5. According to the video, "...nationalist politics still grip parts of Bosnia." Refer students to this quote and ask them to define "nationalism." Then divide the class into groups and have each find information on a recent or upcoming election in which nationalism had/has a role. Have each group report its findings. How is nationalism often a response to adverse economic and/or political conditions? Discuss.

CHALLENGE: Have students make predictions about the effects of nationalist politics on Bosnia's elections.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Radovan Karadzic Ratko Mladic war criminals NATO
Alija Izetbegovic democratization ethnic Dayton Peace Accord

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: MODEL COMMUNITY

DIRECTIONS: How would you rate your community's "quality of life"? What steps would it have to take to become internationally recognized as a "model city"? Consider whether or not you would rate each of the factors below as an "asset" or "liability" for your community and briefly explain your view in the appropriate box.

NAME OF COMMUNITY:_____

	ASSET?	LIABILITY?
location		
environment		
natural resources		
tourism and industry		
job market		
housing		

What are your community's strong points? What issues does it need to address? Based on your list of "liabilities," prioritize those issues and discuss some practical ideas to address them.

```
*****  **    **    *
*      *  *  *  *  *
*      *   * *   * *
********    **    ** NEWSROOM WORLDVIEW
```

CRIME PHILIPPINES: PHILIPPINES--CRIME

1. For what reasons do the people of the Philippines not trust their police department and government officials? What is the government doing to regain public confidence? Gather and compare information about crime in Manila and in several other Asian cities of equal size. What conclusions do you draw about the level of crime in Manila? What does the comparative level of crime tell you about the effectiveness of law enforcement in the Philippines? Is there anything in the data to suggest that corruption is a problem in the Philippines? Using your data, design a campaign for the Philippine government to use to regain public support for their police officials. What factors will help or could damage your campaign?

INTERNET: http://www.city.net/countries/philippines/
http://sunsite.nus.sg/SEAlinks/philippines-info.html

UN NKOREA FOOD: NORTH KOREA--ECONOMIC CONDITIONS

2. What factors have contributed to the food shortage in North Korea? What has been the world community's response? Why are the U.S., Japan and South Korea using this time to push new peace talks with North Korea? Study the conclusion of the Korean War. List the final agreements that were made. Do the agreements constitute a good treaty? Why might these countries want peace talks at this time? Is it unfair to want to negotiate an agreement when one side is suffering from a shortage of food? Why/Why not?

INTERNET: http://www2.nando.net/newsroom/ntn/top/040896/
topstory_21312.html

FRANCE NEW CARS: FRANCE--COMMERCE--AUTOMOBILES

3. Why does entrepreneur David Lea think the London Cabs would work in Paris? What roadblocks stand in the way? Find out how easy it is to export cars among the European Union countries. Begin by marking on a map the number and make of cars produced in each European Union country. On another map, mark the number of cars sold in European Union countries other than where they were made. Who are the big producers, exporters and importers? Is the business relatively evenly distributed? Considering the data, do you think the cabs will be sold in Paris? Explain.

INTERNET: http://exoweb.com/polozoff/parisg.html
http://www.kern.com/tbc/art/BIZ/13354@.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

high-profile	impression	corruption	entrepreneur	famine
relief agency	distribution	staples	normalization	dossier

```
******  **   **   *                    Wednesday, June 12, 1996
*      * *  * *  *
*      *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Federal officials say they do not see a "conspiracy" but they admit that racial hatred has fueled black church fires in the southern U.S.	6:05	7:05
HEADLINES	BANGLADESH ELECTIONS...RUSSIA BOMBINGS...	1:10	8:15
RUSSIA'S ROAD AHEAD	Russia's young voters may hold the key to the outcome of Sunday's elections.	3:30	11:45
CAMPAIGN USA '96	Senator Dole is now "Citizen" Dole... Pres. Clinton campaigns in California...	:45	12:30
BUSINESS DESK	The global sunglasses market is hotter than ever.	2:00	14:30
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:55	16:25
ISRAEL SYRIA	A new generation debates the great divide between Israel and Syria.	3:45	20:10
SWISS BANK	Holocaust survivors and their descendants seek missing savings from old Swiss banks.	3:25	23:35
INDIA MEDITATION	Some Indians teach their own style of Hindu business management.	2:40	26:15
CHINA IMPERIAL	Li family has been responsible for food in the Forbidden City for generations.	3:15	29:30
CNN NEWSROOM WORLDVIEW CLOSE		:30	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*   Don't touch that VCR!  CNN NEWSROOM and the DAILY GUIDE will         *
*   continue throughout the summer!  Encourage your students to          *
*    tape the program and follow current events all summer long!         *
**************************************************************************
```

TOP STORY: PARISH ASHES IN SOUTHEAST U.S.

1. According to the video, some of the recent church burnings are gang-related. Query students about gang violence in their communities and ask them to describe its impact.
2. Using the Internet and other resources, have student groups determine how the juvenile crime rate has been changing in your state/town/county over the last 20 years. Have students brainstorm ways local and national governments could help lower that rate and/or prevent juvenile crime.

RUSSIA'S YOUNG VOTERS

3. Have students compare what they saw in the video of Russia's young voters with similar age voters in the U.S. What trends emerge? Do 18-25 year olds in Russia and America have the same attitude towards voting? What are some of the conditions that affect a young person's attitude towards going to the polls?
4. Distribute the HANDOUT (pg 4). Divide the class into three teams, each representing one of the democracies listed, to research voter turnout, using the Internet and other resources.

BUSINESS DESK: SUNGLASSES MARKET

5. Have students work in groups to conduct a "Sunglasses Survey."
   a. Copy and distribute the HANDOUT (pg 3) to each student to survey at least one consumer who has purchased sunglasses in the past year. (NOTE: Students may want to cut off the portion of the HANDOUT at the dotted line and save it for the conclusion of this activity.)
   b. Instruct students to have their respondents follow the directions and "rank" the features given and add any other specifications they feel are important in making a decision about purchasing sunglasses.
   c. When everyone has brought in their surveys, have students collate them into stacks by features that were ranked "1." (For example, all surveys where "Fit" was ranked "1" would go into one stack, and so on.)
   d. Divide the class into groups. Have each (i) choose one stack of surveys and (ii) review consumer preferences on their surveys.

   Challenge each group to create and present a marketing campaign aimed at the target market for that feature.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Freedom Rides arson conspiracy historic memory Boris Yeltsin
Gennady Zyuganov "Generation X" communism global market

SUNGLASSES DESK: SURVEY

DIRECTIONS: Use this survey to learn more about consumer preferences for sunglasses. Find a consumer who has purchased at least one pair of sunglasses in the past year. Ask him/her to rank 1 to 6 the following features he/she considers when buying sunglasses: 1 = "most important"; 6 = "least important." Next, ask the consumer to indicate any additional preferences he/she has when making a purchasing decision.

FEATURE	RANK
Style	_____
Durability	_____
UV protection	_____
Affordability	_____
Fit	_____
Name-brand	_____

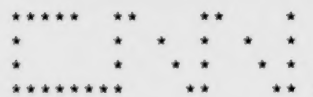
List any other specifications you may have when looking for a pair of sunglasses:

_____

_____

==========

Combine your survey results with those of your classmates, collating them by number "1" rankings. In other words, put into one pile all surveys where "Fit" was ranked #1; do the same for the remaining 5 categories. Choose one group of surveys and decide your "target market" if you were the manufacturer of sunglasses that were strong on that feature. Create and present an ad campaign for that market.



STUDENT HANDOUT: Promoting Youthful Voting

DIRECTIONS: You are part of a UN task force studying the role of the youth vote in democratic nations. You and your team will research recent voting trends in one of 3 countries: Russia, the U.S. and Israel. First, find out what percentage of the 18-25 year olds in your team's country voted in the most recent national election.

PART I: The percentage of 18-25 year olds who voted in _____ (your team's country) during the election of 199__ (date of last national election) was _____%.

Part II: Use the chart below to generate a list of factors that appear to spark high voter turnout in this age group. Then, in the middle column below, list the factors that might be related to voter apathy in this age group. Finally, separate these positive and negative factors into the following categories: Economic (E), historical/political (H/P) and ethnic/religious (E/R). Some conditions affecting elections may fall into more than one category. Be prepared to defend your choices for Column #3.

Factors increasing youth vote	Factors decreasing youth vote	Factor category: "E," "H/P" or "E/R"

PART III: What specific changes would your country need to undertake to significantly improve voter turnout among 18-25 year olds?

```
*****  **    **    *
*      *  *  *  *  *
*      *   * *   * *
********    **    ** NEWSROOM WORLDVIEW
```

ISRAEL SYRIA: ISRAEL--FOREIGN RELATIONS--ARAB COUNTRIES; ISRAEL-ARAB CONFLICTS

1. How are Syrians perpetuating their claims to the Golan Heights? Using a map of the Middle East, identify countries that border on Israel. Gather data about Israel's expansion since 1948, indicating these gains on the map.
   a. Which territories has Israel returned to its former owners?
   b. Which territories has Israel kept?
   Analyze then discuss the strategic importance of the Golan Heights and the Gaza Strip to Israel.
2. Gather information about the dispute over the Golan Heights. Organize mock negotiations between Israeli and Syrian diplomats on this issue. Add another country to serve as mediator and a class panel to evaluate the strength of each side's claims.
   a. What is each country's position? Who has the strongest claim on the national security issue?
   b. How important is Syria's claim of traditional possession?
   In the end, which nation is most strongly supported by the panel? How does the issue of the Golan Heights seem most likely to be decided in the future?

INTERNET: http://www.golan.org.il/
http://www.serve.com/TBM/golan1.htm

SWISS BANK: JEWISH HOLOCAUST (1933-1945); SWITZERLAND-- BANKS AND BANKING

3. How did the savings come to be deposited in Swiss banks? What difficulties have the survivors and their descendants had recovering the money? Compare the conditions in Germany and Switzerland at the end of World War II. In which country's banks might most Jewish people have had savings? Which country would most likely have had banking records that survived the war? Why do the survivors and relatives lack the papers they need? Why has it taken so long to resolve this?

INTERNET: http://www.swconsult.ch/chbanks/numinet.html

INDIA MEDITATION: INDIA--MANAGEMENT; HINDU PHILOSOPHY; MEDITATION

4. On what philosophic system is the Indian meditation style of management based? Why do its advocates feel that this style of management is essential in India? Review the basic ideals of Hinduism and list the values that might underlie an Indian meditation style of management.

INTERNET: http://www.genius.net/indolink/index.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

roadblock	indoctrination	expelling	Holocaust	systematically
renowned	documentation	stressful	Vedic science	transition

```
******  **   **   *
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Thursday, June 13, 1996

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Federal court rules against regulating the Internet.	3:35	4:45
HEADLINES	CLOSE ELECTIONS IN BANGLADESH...U.S. TO PROVIDE $6.2 MILLION TO NORTH KOREA...	1:30	6:15
CAMPAIGN USA '96	Trent Lott (R-Miss.) is the new Senate Majority Leader.	:45	7:00
HABITAT CONFERENCE	The solar homes of Dallas, Texas, offer one approach to low-cost housing.	2:55	9:55
FYI	- The universe may be older than scientists have believed. - Guinea pigs should be "reclassified."	:45	10:40
SCIENCE DESK	Remote pollution detection could eliminate the need for auto emissions testing.	2:40	13:20
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	15:20
CHINA CULTURE	The Chinese government has a history of trying to stamp out its critics.	4:10	19:30
JUNG CHANG INTERVIEW	Jung Chang has written a book about her experiences as a Red Guard in China.	4:40	24:10
WORLD MUSIC	Computers are used to imitate many of the sounds of primitive musical instruments.	2:05	26:15
UN SAVE WHALES	Patagonia has become a reserve for the protection of the Right Whale.	2:45	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*      Follow the candidates on the campaign trail all summer!           *
* CNN NEWSROOM presents THE DEMOCRACY IN AMERICA DESK each Monday.       *
*     Don't forget that both CNN NEWSROOM and the DAILY GUIDE            *
*         continue each weekday throughout the summer!                   *
**************************************************************************
```

TOP STORY: COURT DECISION ON INTERNET REGULATION

1. Why did the federal court issue an injunction against the Communications Decency Act? What implications does this action have for Internet users?
2. Have students read the text of the First Amendment to the U.S. Constitution and in a class discussion summarize its meaning in their own words. Then read to them the following quote from the federal court decision: "As the most participatory form of mass speech yet developed, the Internet deserves the highest protection from governmental intrusion." In class discussion, have students interpret this quote. Ask: Do you think the

framers of the Bill of Rights would have agreed with this court decision? Why/Why not? Have students write essays in response to these questions.

3. Invite an attorney who specializes in constitutional law to visit the class and explain the judicial course taken by the Communications Decency Act. Have the visitor explain what an injunction is, who sought it in this case and why. Then ask him/her to discuss the appeals process and why the Clinton Administration might seek one. Afterward, have students break into groups to talk about the political pros and cons of a Clinton Administration appeal to remove the injunction.

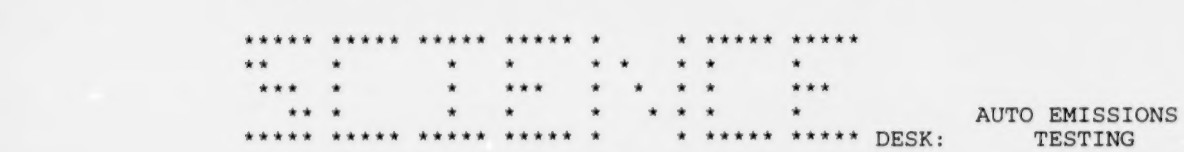
HABITAT CONFERENCE: DALLAS SOLAR HOMES

4. What is unique about the "Esperanza del Sol" project? Describe the features that allow these houses to be energy efficient.

5. Divide the class into groups. Have each group use resources, including utility company personnel, to learn what makes a home "energy efficient." Have groups share ideas. Challenge each group to design and create a model or drawing of a low-cost energy efficient house. Encourage groups to keep the "price" of their houses down by creating smaller homes with an emphasis on energy efficient features. Have each group present its creation. What challenges did students face in designing their houses? Discuss.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

injunction federal court appeal governmental intrusion
American Library Foundation ACLU Communications Decency Act
"Esperanza del Sol" geo-thermal thermostat ventilation



1. BEFORE VIEWING: What is meant by "automobile emissions"? What chemicals are found in them and what is their source? Are they dangerous? Explain. Who monitors auto emissions and how? Does this reduce air pollution? Why/Why not?

2. AFTER VIEWING: Discuss the new auto emissions detector. How is it different from/similar to current emissions testing?

3. Where is auto emissions a problem -- nationwide, regionally and/or locally? Explain. Should all cars should be tested? Why/Why not? What criteria should be used to determine an acceptable emissions level? Would this be fair to everyone? Why/Why not?

4. Group students to represent the following interests: Automobile Manufacturers, EPA, American Chemical Society, motorists' associations, state/local governments, petroleum companies, and Donald Stedman and his researchers. Distribute copies of the HANDOUT (pg 4) to each group. Arrange for student access to media materials referring to auto emissions, emissions testing, etc. Groups should use information from the video, the HANDOUT and other references as needed to develop an auto emissions policy. Challenge them to shape their policy to benefit the group they represent.

5. Using information from the HANDOUT, video and other sources, have groups create a timeline of auto emissions problems and the search for solutions. Ask: Should the Stedman process be included on the timeline? Why/Why not? Display students' work in the media center or commons area.

6. Have students research the chemicals in air pollution. Which chemicals are most dangerous? Which ones might be eliminated by further processing of gasoline? Which ones could be reduced

by re-engineering auto engines? Which ones are easiest to detect through emissions testing? Can all be detected by the Stedman method? Chart students' findings.

7. What pollutants besides exhaust emissions can be directly or indirectly attributed to autos? How are pollutants tested? Are tests reliable? Explain. Could a version of the Stedman method be used to detect these pollutants? Why/Why not?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

auto emissions Remote Pollution Detector emissions inspections
Environmental Protection Agency (EPA) American Chemical Society

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: THE SEARCH FOR CLEAN AIR

Air pollution and cars were linked in the early '50s by a California researcher who determined that traffic was to blame for LA's smoggy skies. Then, new cars emitted nearly 13 grams/mi. hydrocarbons (HC), 3.6 grams/mi. nitrogen oxides (NOx), and 87 grams/mi. carbon monoxide (CO). Since then, the federal government has set standards to lower pollutant levels; and, the auto industry has developed new emissions control technologies. Current federal certification standards for car exhaust emissions are 0.25 gram per mile HC, 0.4 gram per mile NOx, and 3.4 grams per mile CO. The standard for evaporative HC emissions is 2 grams per test. Improvements came about in a series of steps:

1964 CA requires minimal emission control systems on 1966 cars.
1966 Minimal emission controls required on 1968 and later cars.
1970 Clean Air Act establishes EPA to be responsible for regulating motor vehicle pollution; calls for 90% reductions in auto emissions; new cars must meet a 0.41 gram/mi. HC standard and a 3.4 grams/mi. CO standard by 1975; NOx emissions to be reduced to 0.4 gram/mi. by 1976. (NOx standard later revised, see 1977.); directs EPA to set health-based "National Ambient Air Quality Standards" for 6 pollutants, all present in auto emissions to some degree.
1971 New cars must meet evaporative emission standards; charcoal canisters to trap gasoline vapors appear.
1972 Exhaust gas recirculation (EGR) valves appear.
1974 Congress delays HC and CO standards until 1978, sets interim ones at auto industry request; Energy Policy Conservation Act, sets first fuel economy goals; Corporate Average Fuel Economy (CAFE) program phases in more stringent standards.
1975 First catalytic converters and unleaded gasoline
1977 Clean Air Act amended; HC standard delayed until '80, CO until '81, NOx until 1981; NOx is relaxed to 1 gram per mile.
1983 Inspection and Maintenance (I/M) programs established in 64 cities, requiring periodic tests of passenger vehicles for malfunctioning emission control systems.
1985 Stringent emission standards for diesel-powered trucks, buses
1989 Fuel volatility limits set to reduce evaporative emissions.
1990 EPA imposes strict limits on diesel fuel sulfur content; Clean Air Act amended to further reduce HC, CO, NOx and particulate emissions; also, introduces programs to reduce pollution from motor vehicles.
1991 EPA promulgates lower tailpipe standards for HC and NOx.
1992 Standards set for emission limits for carbon monoxide at cold temperatures (20 F); oxygenated gasoline introduced.
1993 Limits set on sulfur content of diesel fuel.
1994 Phase-in begins for cleaner vehicle standards, technologies.

NEWSROOM WORLDVIEW

CHINA CULTURE: CHINA--HISTORY--CULTURAL REVOLUTION

1. Have students gather information about the goals and events of the Chinese Cultural Revolution. Organize a debate about the real goals of the Revolution. Have one side argue that the Revolution was necessary in order to replace the traditions of the past with a more progressive set of values. The other side should argue that it was a political move meant to revitalize Mao's power base. Research may suggest other positions to add to the debate. Use the events of the Cultural Revolution to support your positions. During the debate, list the arguments for each position. For closure, write a summary essay using the arguments presented.

INTERNET: http://www.eti.net/info/culture/china.html
http://www.eecs.ukans.edu/~btwang/China/

JUNG CHANG INTERVIEW: CHINA--HISTORY--CULTURAL REVOLUTION

2. What role did Jung Chang play in the events of the Cultural Revolution? Why has she written WILD SWANS? Study the founding, purposes and work of the Red Guard in China. Create a display showing the major events of the Cultural Revolution and the role the Red Guard played in each. What was the real purpose of the Red Guard? How did it allow Mao to gain and retain control over people's lives throughout China? In your opinion, was the Red Guard an agent of change or an agent of terror? Explain. How does Jung Chang evaluate the work she did as a Red Guard?

INTERNET: http://www.ednet.com.au/users/well/ls10.html
http://www.eecs.ukans.edu/~btwang/China/

UN SAVE WHALES: ENVIRONMENTAL MOVEMENT--RIGHT WHALES

3. How did the waters around Patagonia become a reserve for Right Whales? What has happened to their population since then? Using a map and poster board, make a display showing range and behavioral patterns of these whales. What are their common enemies? To what extent will the reserve in the waters around Patagonia serve to protect them? Is this area the logical place for such a reserve? What political considerations might have influenced the decision to place the reserve there?

INTERNET: http://www.macmedia.com.au/whales/whales5.html
http://whales.magna.com.au/DISCOVER/RIGHT/menur.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Cultural Revolution Red Guards Chairman Mao documentaries regime nostalgia memorabilia chronicled atrocities Right Whale

```
******  **   **   *                                  Friday, June 14, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	The outcome of Russia's presidential elections will affect security worldwide.	4:10	5:20
RUSSIA FACTS	...key facts about Russia...	1:00	6:20
HEADLINES	COLUMBIA'S PRES. CLEARED...HABITAT CONFERENCE HITS SNAG OVER WOMEN'S ISSUES... FREEMEN/FBI STANDOFF ENDS...	1:15	7:35
EDITOR'S DESK	-Arson attacks on African-American churches continues with strike on Oklahoma church. -US federal gov't. may appeal the Supreme Court's Internet free speech ruling.	3:35	11:10
LOOK AHEAD	Next Week: Ancient Messene	:40	11:50
ARTISTRY IN ACTION	U.S. artist Edward Hopper's work and its influences are experiencing a resurgence in popularity.	2:35	14:25
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:40	16:05
RUSSIA TV CAMPAIGN	Candidates for the Russian presidency campaign over the airwaves.	2:50	00:00
CLOTHES TO AFRICA	American charities make money by selling donated clothes in Africa.	3:10	00:00
ISRAEL POLITICAL	A Palestinian soccer team scores political points on and off the field.	3:50	00:00
CZECH ARTIST	A cartoonist has animated his views about the end of communism in his country.	2:15	00:00
CNN NEWSROOM WORLDVIEW CLOSE		1:10	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*  Tune in Mondays for the DEMOCRACY IN AMERICA on CNN NEWSROOM.         *
*  Explore the issues and images that are shaping Campaign '96.          *
**************************************************************************
```

TOP STORY: RUSSIAN ELECTIONS

1. BEFORE VIEWING: Have students list reasons the Russian elections are important to the U.S. AFTER VIEWING: Add to the class list. Do students agree with new points or opinions brought up in the video? Why/Why not?
2. Guide students to prepare an "election watch" chart for Sunday's contest. Who are the major candidates and their parties? What do the polls predict? Then, have students watch CNN NEWSROOM next week and other CNN election coverage to analyze the outcome and its potential impact on the U.S.

EDITOR'S DESK/NEWSQUIZ

3. Distribute a copy of the NEWSQUIZ (pg 4) to each student. As a class, read the directions, then define "fact" and "issue" as used on the QUIZ. Practice distinguishing between these terms;

BEST COPY AVAILABLE

then, direct students to indicate both the FACTS and the ISSUES for each NEWSROOM story listed. Responses will vary.

ARTISTRY IN ACTION: EDWARD HOPPER

4. From the video and other sources, have students describe the major appeal of Edward Hopper's work. How might the terms "realism," "loneliness" and "starkness" apply to Hopper's paintings? What other terms might students add? Challenge students to write haiku (first line 5 syllables; second line 7 syllables; third line 5 syllables) using their terms and depicting one of Hopper's works.
5. Do you agree with the goal of the Truro Conservation Trust? Is there an area or monument in your town that you feel should be preserved? Explain. As a class, write a mission statement for a local historical conservation group.

MEDIA LITERACY: BIAS AND THE VISUAL MEDIA

6. Before distributing the HANDOUT (pg 3), have students discuss bias as it applies to the media. If a report shows bias, what might students expect to see? Consider presentation of all sides of a story, emotional appeals or language, skewed or incorrect facts, ambiguous or weighted language. Using a video segment for classroom viewing or watching reports on their own, have students use the chart on HANDOUT (pg 3) to measure and analyze bias in the visual media. What techniques are apparent when reports are clearly unbiased?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Communist Party collusion Freemen standoff arson free speech First Amendment Internet Edward Hopper (1882-1967)

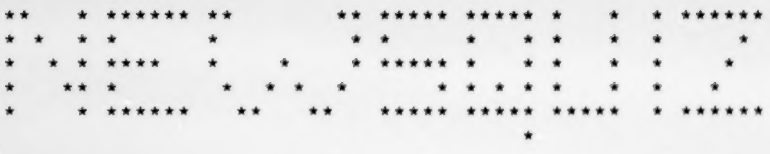
STUDENT HANDOUT: BIAS AND THE VISUAL MEDIA

DIRECTIONS: Use the following chart to measure and analyze bias in the visual media. Select a story on an issue with at least two sides. Based on percentages of total time spent in each category, pro and con, is the video biased?

ISSUE: _____

STORY SOURCE: _____

ANALYSIS	PRO	CON
STATEMENTS, FACTS AND FIGURES List those that support or refute one side or the other. If you have taped the story, try using the audio only.		
INTERVIEWS Include timing, number and, if applicable, type and/or comparative authority of experts. Hint: Check the "fonts" beneath the speaker's name.	_____%	_____%
VISUAL APPEALS Include number, timing and description of visuals that might appeal to one side or the other. If you have taped the story, try using the video only.	_____%	_____%



DIRECTIONS: Column #1 below lists several stories aired this week on CNN NEWSROOM. For each story, write down as many FACTS as you can and the ISSUE(S) that made this story newsworthy.

NEWS STORY	FACTS	ISSUES
Church Burnings		
Russia & Chechnya		
Celebrity Endorsements		
Russia Elections		
Habitat Conference		
Regulating the Internet		

NEWSROOM WORLDVIEW

RUSSIA TV CAMPAIGN: RUSSIA--POLITICS--ELECTION

1. What role is television playing in the Russian presidential campaigns? Why do Russians tend to distrust TV as an information medium? Gather information about the major candidates including Lebed, Yavlinsky, Yeltsin, Zuganov, and Zhironovsky. Make a chart comparing their views and results from recent polls regarding their popularity. Considering the appeal of their positions, which candidate might find TV an effective campaign tool? Which candidates will be hurt by TV advertising? Why do you think television is so rapidly coming to play a major role in Russian politics? Will the country benefit from this trend? From what you have seen, what do you predict will be the outcome of Sunday's presidential election?

INTERNET: http://www.online.ru/eservices/edistant.html

ISRAEL POLITICAL: ISRAEL--POLITICS; ATHLETICS--SOCCER

2. In what ways is the Hapoel Taibe a symbol for the Palestinians who live in the Taibe area and beyond? How has the team already been able to score political points in Israel? Research population figures for Jews and Palestinians living in Israel. Create a map display that shows the numbers and distribution of each group throughout the country and, on an enlarged map, specifically in the Taibe area.
   a. To what extent is Israel ethnically segregated?
   b. Is the Taibe area typical of the country as a whole or is it more ethnically integrated?

   Write a short paper in the style of an editorial or a letter to the editor promoting athletics as a means of generating inter-communal relations.

INTERNET: http://www.yajima.kuis.kyoto-u.ac.jp/staffs/rotter/hapoel/
http://www.tau.ac.il/~yiftahl/bball/Jpost/150196.htm

CZECH ARTIST: CZECH REPUBLIC--CARTOONS AND CARICATURES

3. What social issues does Pagascovie suggest have risen as a result of the end of the communist state? Gather information about the situation in the Czech Republic during the past five years. Work in a small group to create a visual commentary on one Czech social issue.

EXTENSION: Create visual commentary on local, national or international issues. Display gallery-style in the media center.

INTERNET: http://www.ios.com/~jirim/czech2.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

incumbent Hapoel Taibe inter-communal commodity niche revenue unpretentious dissidents confrontation amorality

```
******  **   **   *                                  Monday, June 17, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Russia votes and, facing a runoff election, Pres. Yeltsin strikes a deal with candidate Lebed for his support -- and potential votes.	6:15	7:15
HEADLINES	BRITISH SUSPECT IRA IN MALL BOMBING ... WHITEWATER TRIAL II BEGINS ...	:50	8:05
DEMOCRACY IN AMERICA	The Clinton re-election team uses former Pres. Ronald Reagan's campaign "playbook" as a success model.	3:05	11:10
LOOK AHEAD	...aftershocks from the Persian Gulf War...	:35	11:45
ELLA FITZGERALD	Famed U.S. jazz singer, Ella Fitzgerald, died last weekend.	1:50	13:35
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:50	15:25
GULF WAR HOSTAGES	U.S./ENGLAND: Stress and economic struggle plague the "human shields" of the Gulf War.	4:25	19:50
POLITICS	INDIA: Elections are not very important to India's impoverished farmers.	2:10	22:00
TRADITION	TAIWAN: Funerals are costly but they show respect and are a link to descendants.	3:20	25:20
ENVIRONMENT	COSTA RICA: Endangered sea turtles make a comeback and are protected.	2:55	28:15
CNN NEWSROOM WORLDVIEW CLOSE		1:45	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*   DON'T TOUCH THAT DIAL (or that VCR!)  CNN NEWSROOM and the           *
*   NEWSROOM DAILY GUIDE will continue throughout the summer!            *
*         Keep up with global news all summer long with CNN!             *
**************************************************************************
```

TOP STORY: RUSSIA VOTES

1. What is the "good news" and the "bad news" for President Boris Yeltsin in this week's Russian presidential election? What kind of difference is candidate Alexander Lebed expected to make for Mr. Yeltsin? Lead a class discussion of the ramifications of such a "deal" for Mr. Yeltsin and Mr. Lebed if the intended results are successful.
2. WHILE VIEWING: Have students note the reasons Maria Ivashova, her son and her son-in-law gave for how they voted. AFTER VIEWING: Discuss the reasons given by the persons cited above. Then ask students to monitor several news sources for responses from other Russian voters. Share these in class and discuss the implications for a stable government, no matter what the election outcome.

3. Consider the following statement made in the video segment: "Russian Presidential candidate Gennady Zyuganov says the eventual reunification of the former Soviet Union is 'inevitable.'" Group students to conduct research into Russia's relations with other member-states of the former Soviet Union. Divide the states among the groups.
   a. With what states is Russia naturally aligned? Why?
   b. With what states have relations been contentious? Why? What is the current status of their relationship?

   Have each group present its findings. To whom is a "Soviet Reunion" particularly attractive? Why? Which states WOULD and WOULD NOT consider a "reunion" and why? Ask: What role do you think this issue will play in the next election if Mr. Yeltsin's reforms fail?
4. How might recent events have an impact on current Russian politics? Distribute the RESOURCE (pg 4). As a class, review the information given. Then have students work in groups to conduct research to learn more about the ideological differences between Mr. Yeltsin and Mr. Zyuganov and share their findings. Challenge each group to use what it has learned and the information on the RESOURCE to create two hypothetical TV ads, one for each candidate, designed to sway undecided voters in the upcoming runoff election.

ELLA FITZGERALD OBITUARY

5. For what improvisational technique is Ella Fitzgerald known? Play some of Ms. Fitzgerald's records in class and have students note the technique of "scatting" and the instruments scatting imitates.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Boris Yeltsin Alexander Lebed Gennady Zyuganov Ella Fitzgerald

```
*****  **    **    *
*      * *  * *  * *
*      *   * *   * * DEMOCRACY IN
********    **    ** AMERICA DESK: FROM THE REAGAN "PLAYBOOK"
```

1. BEFORE VIEWING: Who is Ronald Reagan? In what way is he unique among recent U.S. Presidents?

2. AFTER VIEWING: Why might Pres. Clinton, a Democrat, look to former Pres. Reagan, a Republican, for re-election "advice"? What does Clinton Deputy Campaign Manager Ann Lewis mean when she says of the office, "Your biggest asset is the President"? How did Reagan use this asset? How is Bill Clinton using it?

3. What is "acting presidential"? In class discussion, have students use their own words to define this term. Then divide the class into groups and challenge each to
   a. brainstorm and list ways Mr. Clinton could be viewed as "acting presidential" to voters; and,
   b. write down the images of what voters would see and discuss these with the class.

   Could any of these images be politically negative ones? Is "acting presidential" always a good thing to do? Discuss.

CHALLENGE: Challenge each group to pretend they are advisors to the President's re-election campaign and draw up a list of strategies based on the idea of "acting presidential." Have groups evaluate and critique each strategy for effectiveness.

4. According to Michael Deaver, former aide to President Reagan, "Reagan had that ability, that believability to say, 'I know who I am, I know where I'm going. Follow me.' I'm not sure that Bill Clinton has all of that." Ask students: Do you AGREE or DISAGREE with Mr. Deaver? Have each student conduct research into Pres. Clinton's presidential "track record." Then challenge each student to write a newspaper editorial supporting or rejecting Pres. Clinton's quest for a second term, based on specifics cited from research. Should the voters "follow" Pres. Clinton into a second term? Discuss.

5. Might former Pres. Gerald Ford, Jimmy Carter or George Bush have won second terms had each followed a predecessor's "playbook"? Divide the class into groups. Have each choose one of these former presidents and research the political circumstances surrounding his defeat. Challenge each group to write and present a skit where a previous president gives political advice to the group's chosen president before his re-election bid. How might history have changed, for example, had Jimmy Carter taken a page from Franklin Roosevelt's political "playbook"?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

perks Oval Office vision believability "The Gipper"

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT RESOURCE: RUSSIA'S TURNING POINTS

Here are some recent memories that may influence Russian voters as they head back to the polls in July for a runoff between the reform-minded Boris Yeltsin and Communist Party candidate Gennady Zyuganov.

THE COLLAPSE OF THE SOVIET UNION
Just before Yeltsin's election, the Ukraine declared its independence from Moscow. Shortly afterward, both Mikhail Gorbachev and Boris Yeltsin met separately with Soviet military leaders, making different appeals to restore unity. The military decided to do nothing. The USSR crumbled into 15 republics within two weeks.

"SHOCK" ECONOMIC REFORMS
On Jan. 1, 1992, Pres. Yeltsin freed prices as part of radical economic reforms aimed at ending shortages and implementing capitalism. The cost of most food staples tripled overnight. Promising to lift living standards within one year, Yeltsin hired Igor Gaidar, a western-oriented economist, as his economic czar. Gaidar's radical reforms had some positive effects but at great social cost. Yeltsin backed away from this strategy in late 1992, leaving Russia's economy the half-communist, half-capitalist hybrid it is today.

THE WHITE HOUSE SIEGE
A two-day insurrection by communists, fascists and other anti-Yelstin rebels was silenced on Oct. 4, 1993, when the military attacked the Russian White House, or parliament, where rebel leaders were gathered. Yeltsin himself came very close to being overthrown. Only a written order from Commander-in-Chief Yeltsin to a military whose loyalties were divided between Yeltsin and the rebels saved the country from civil war.

WAR IN CHECHNYA
On Dec. 11, 1994, Russian tanks rolled into Chechnya in an attempt to silence those favoring Chechen independence. Seventeen months and 30,000 lives later, Russia and Chechnya negotiated a cease-fire to an embarrassing chapter in Yeltsin's political career.

THE MONEY DEAL
In late January 1996, Russia was facing a government cash crisis. With the help of U.S. Pres. Bill Clinton, Yeltsin was able to secure a $10.2 billion loan from the International Monetary Fund (IMF), helping Yeltsin politically while aiding Russia's economy.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

"Focus on RUSSIA AT A CROSSROADS: Turning points in hard times," by Joseph Albright & Marcia Kunstel, THE ATLANTA JOURNAL / CONSTITUTION, 6/9/96, p. C7.

NEWSROOM WORLDVIEW
GULF WAR HOSTAGES: PERSIAN GULF WAR, 1991--HOSTAGES

1. How will the UN's decision to approve limited Iraqi oil sales affect former Gulf War hostages? Why is the need so great? How have the U.S. and England reacted to the needs of these freed hostages? Why?

2. The Gulf War ended five years ago. How much does the average citizen know about those whose lives were changed by the war? Use the Internet and other resources to find facts, figures and human interest stories. Use these to create and implement a survey to ascertain your community's understanding of the problems that continue from the war. How can this information be used to help the war's victims?

INTERNET: http://www2.nando.net/newsroom/ntn/world/020896/world2_6195.html

POLITICS: INDIA--POLITICS--ELECTIONS; ECONOMIC CONDITIONS

3. Why does S.B. Mani believe the government has no impact on his life? Do you agree? Explain. Brainstorm ways the government is involved in your life. Which level of government -- local, state or federal -- has the most impact? Explain. CHALLENGE: List various occupations and lifestyles of people in the U.S. and find connections to local, state or federal government agencies. Does the leader of the federal government have an impact on the lives of people in the U.S.?

INTERNET: http://elections.webindia.com/
http://www.cbt.ki.se/wwwCNT/Sites/USGov500.html

TRADITION: TAIWAN--SOCIAL LIFE AND CUSTOMS--FUNERAL RITES

4. Compare and contrast interpretation, details and costs of your own culture's funeral rites with those of the people of Taiwan. Is it difficult to break with tradition? Why/Why not?

INTERNET: http://gio.gov.tw/info/culture/culture.html

ENVIRONMENT: COSTA RICA--ENDANGERED SPECIES--SEA TURTLES

5. Describe the importance of Costa Rican beaches in the life cycle of the Parrot Turtle. Acting as a member of a committee for the protection of endangered species, give a 1-minute extemporaneous speech awarding the people of Costa Rica a "Friends of the Environment" Award. List organizations or individuals in your own community who should also receive such an award. Design and send appropriate certificates along with letters of commendation to those on the class list.

INTERNET: http://www.cool.co.cr/usr/cre/crossroads.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

"human shields" hostage relief Deve Gowda (day-vay GAU'-dah)
rupees funeral rites Buddhist "face" Parrot Turtle

```
******  **   **   *                                  Tuesday, June 18, 1996
*      * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The Russian presidential candidates count their votes and begin the "horse-trading."	3:25	4:25
HEADLINES	BRITISH POLICE PURSUE BOMBING LEADS... U.S., CHINA SHORE UP ANTI-PIRACY PACT... U.S. CHURCH FIRES INVESTIGATED...	1:15	5:40
INTERNAT'L DESK	Ancient Messene yields valuable clues to city life in the southern Peloponnesus.	4:40	10:20
OUR WORLD	U.S. students' reading levels rise.	:40	11:00
OUR WORLD	Home-schooled brothers take honors at graduation from the University of CA.	2:50	13:50
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	15:50
BOSNIAN REFUGEES	BOSNIA-HERZEGOVINA: Returning refugees fear the future but share warm family reunions.	2:20	18:20
DOLPHIN-SAFE	MEXICO: Fishermen have changed their techniques to catch tuna not dolphins.	2:55	21:15
FAST FOOD	INDONESIA: Fast food franchises have become more prevalent and lucrative.	2:20	23:35
MURGUNDA	AUSTRALIA: New fish species tells sad tale.	:35	24:10
MUSIC	CHINA: "Tien Square" plays Chinese jazz.	4:35	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

****
* Forget the hassles of permission slips and bus schedules! Each *
* Turner Adventure Learning electronic field trip takes your class *
* on an exciting journey without leaving the classroom! For *
* information on upcoming events, call 1-800-344-6219. *
****

TOP STORY: RUSSIAN ELECTION AFTERMATH

1. Which candidate came in third in Sunday's presidential election in Russia? Explain how he could hold the key to victory for either Mr. Yeltsin or Mr. Zyuganov.
2. How could alliances and endorsements among the top 5 candidates have an impact on this summer's runoff election?
   a. Distribute the RESOURCE (pg 4) to groups of students. As a class, read and discuss the information given about the percentage vote tally, as well as the brief descriptions of each candidate.
   b. Based on what was read and discussed, have each group

speculate as to which candidates might throw their support behind Mr. Yeltsin and who might endorse Mr. Zyuganov.

c. Have each group present its ideas and explain its reasoning.

In class discussion, challenge students to predict the outcome of the July runoff.

3. What kinds of "deals" might some candidates want before they pledge their support to either Mr. Yeltsin or Mr. Zyuganov? Using the RESOURCE (pg 4) as their guide, have students work in groups to craft "power deals" among candidates. What does a losing candidate get in each case in return for his endorsement of another? Have groups share their "deals" and discuss the possible effects of these political negotiations on Russian domestic and international policy.

OUR WORLD: SEAFARING GRADS

4. In what way was the Winter family graduation an exercise in "mutiny"? How were Gentle, Vision and Courage educated prior to entering college? What experiences did they have in their "floating classroom"?

5. After viewing, ask: If you could complete your education "outside the classroom," would you do it? Explain. If YES, What educational experiences might you seek? Challenge students to write brief papers describing their idea of the perfect "unorthodox" educational experience. Have those who preferred to maintain a traditional approach write papers explaining why they think the Winter family education system is not a good idea. Have students share their papers and discuss some of the pros and cons of each approach.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Alexander Lebed Grigory Yavlinski Vladimir Zhirinovsky mutiny

***** DESK: MESSENE DIG

1. BEFORE VIEWING: Lead a class discussion of the kinds of things archaeologists uncover during a dig and the suppositions they make based on what they find.

2. AFTER VIEWING: Have students locate on a map of the Balkans the approximate region of ancient Messenia and note other centers of Mycenaen civilization.

3. Ask students to define "sanctuary" and name places they think fit this description. What role did sanctuaries play in ancient cultures? Divide the class into work groups. Have each group

   a. search for information -- historical, mythic, legendary -- about Olympia and Delphi; and,

   b. "tell" one story, either as an enactment, choral reading, etc., about either that reveals it as a sanctuary.

   What "advantage" has been claimed that Messene has over Olympia and Delphi as an historical "storyteller"? Challenge groups to use information from the video and other sources to write a brief story/anecdote such as could be told about the city of Messene.

4. Replay the video segment and have students note descriptions given of Messene. Afterward, lead a discussion of what researchers found there and what those findings tell about Messene life. In class discussion, have students identify prominent features in their own communities that could be clues to local culture and customs to future archaeologists. Have students create "artifacts" representing the "remains" of their community. -- OR -- Acting as future archaeologists, have students bring to class examples of artifacts and create their own dig. Conclude by having students create or bring to class a small item for a time capsule for future researchers that would define the culture of the students' communities.

5. What is a ritual? Have students describe several and explain the meaning and purpose behind each. Then ask students to imagine one such ritual. What impressions do the students think visitors from a another galaxy, who are monitoring Earth for future contact, would have after viewing these rituals? Have students create imaginative dialogue expressing the alien point-of-view.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
sanctuary agora Sparta Olympia Delphi archaeologist

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT RESOURCE: RUSSIAN CANDIDATES

Russia's vote tally is nearly complete. The percentage totals for the major candidates looked like this yesterday:

Boris Yeltsin	35.2 %
Gennady Zyuganov	31.9
Alexander Lebed	14.7
Grigory Yavlinsky	7.4
Vladimir Zhirinovsky	5.8

Each candidate represents different interests and ideologies. Below is information on each of these individuals.

BORIS YELTSIN (age 65): Russia's current president is an ex-engineer turned Communist Party official and member of the Soviet politburo. He was the chief architect of the collapse of the USSR in 1991 and initiated radical economic reforms in 1992. Yeltsin campaigns as the "only defender of stability and reform." He has had some health problems but seems to be healthy now and is actively courting the youth vote.

GENNADY ZYUGANOV (age 51): Former Soviet official and organizer who led the Communist Party to victory in December's parliamentary elections. He advocates state control of industries, broader government involvement in the economy and "peaceful" restoration of the Soviet Union.

ALEXANDER LEBED (age 46): Retired general, credited with ending ethnic hostilities in the former republic of Moldova in 1992. Platform fuses patriotism with calls for "order" and a strong military. Earned his popularity as an Afghan war hero and for publicly denouncing Yeltsin's use of the military in Chechnya.

GRIGORY YAVLINSKY (age 44): A free-market economist and ex-Soviet government advisor, he heads the centrist Yabloko ("Apple") Party. He pledges to streamline and soften Russia's economic reforms, fight crime and reform the military.

VLADIMIR ZHIRINOVSKY (age 50): Previously ran for president in 1991, this flamboyant lawyer heads the ultra-nationalist Liberal Democratic Party, which has strong support in the parliament. He is famous for his "shock value"; for example, he has promised to annex Alaska if he is elected.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

* CNN News, 6/17/96
* "A rundown on the Russian presidential candidates," USA TODAY, 6/13/96, p9A.

NEWSROOM WORLDVIEW
BOSNIAN REFUGEES: BOSNIA-HERZEGOVINA--REFUGEES; WAR--REFUGEES
1. WHILE VIEWING: List the signs and emotions of war and its aftermath seen in the video. AFTER VIEWING: How are these Bosnian refugees coping with their new lives? Can they go home? What are their options? Search the Internet and use an

BEST COPY AVAILABLE

refugees. Does your map offer any solutions? Why/Why not?
INTERNET: http://www.cco.caltech.edu/~bosnia/bosnia.html

DOLPHIN-SAFE: MEXICO--ECONOMIC POLICY; ENVIRONMENTAL PROTECTION
2. Based only on the video information, would you lift the U.S. ban on Latin American tuna products? Why/Why not? Work with others to search for further support for your argument. Write an open letter to environmental groups or to the U.S. government explaining your position.
INTERNET: http://www.achilles.net/%7Ejamesh/dolphin/index.html
http://www.glen.co.uk/wdcs/tuna.html

FAST FOOD: INDONESIA--ECONOMIC DEVELOPMENT
3. How do U.S. fast-food franchises in Indonesia benefit both countries' economies? What is your opinion of this "cultural" exchange? Explain. Choose one of your favorite fast food chains and research to discover any changes in the foods that might make them more palatable and marketable to Indonesians. Design an ad that promotes the economic advantages of your restaurant chain to potential economic partners in Indonesia.
INTERNET: http://www.mcdonalds.com/

MUSIC: CHINA--CULTURE; MUSIC--JAZZ
4. BEFORE VIEWING: Create a class list of types of music and list either the country or cultural group most associated with each. AFTER VIEWING: How has "Tien Square" adopted and adapted jazz? Would you still call it jazz? Why/Why not?
5. Search to discover the names and sounds of classical Chinese instruments. How would you correlate these to classical western jazz instruments? How do the instruments dictate the ultimate sound of the music?
6. Select and listen to a type of music with which you are unfamiliar. What can you find in the style that you like/dislike? How might the new sound combine with music you like? Share your musical experience with the class.
INTERNET: http://harmony.wit.com/chinascape/china/arts/music/
http://www.eecs.ukans.edu/~btwang/China/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

refugee camp Dayton Accord purse-seine nets dolphin-safe
disposable income technology transfer murgunda improvisation

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Benjamin Netanyahu takes the oath of office as Israel's Prime Minister and presents his coalition government to the Knesset.	3:20	4:20
HEADLINES	TWO MORE CHURCH FIRES...YELTSIN GETS A BOOST...SENATE WHITEWATER REPORTS DIFFER...	1:10	5:30
UNABOMBER INDICTMENT	A former math professor has been charged with the "Unabomber" attacks.	4:25	9:55
SPACE...	Shuttle launch could be postponed...	:35	10:30
BUSINESS DESK	The Internet is becoming technology's answer to the employment agency.	2:45	13:15
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	15:15
TIMOR	INDONESIA: East Timor, seized from Portugal in 1976, still experiences civil unrest.	3:15	18:30
ECONOMIC POWER	GERMANY: German workers and their eastern European neighbors seek the same jobs.	3:15	21:45
WINDSOR CASTLE	ENGLAND: Restoration of the 900-year-old castle will be completed in 1998.	1:25	23:10
ART	INDIA: Contemporary art took a different path after independence from Britain in 1947.	5:00	28:10
CNN NEWSROOM WORLDVIEW CLOSE		1:50	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

Israel, Russia, the United States...this is an election year around the world. Stay tuned to CNN and CNN NEWSROOM for all the latest details on the global political scene.

TOP STORY: THE NETANYAHU GOVERNMENT

1. What problems does Prime Minister Netanyahu have before him as he attempts to form his government? Explain how, in the words of one analyst, Mr. Netanyahu has "neutralized" the parliament.
2. Distribute the RESOURCE (pg 4) to students. Review the information on cabinet posts and the individuals/parties that will hold them. Ask: How is this similar to/different from your country's national government? Is there a Chief Executive who chooses a cabinet? Are the cabinet/ministry offices similar? Divide the class into groups. Have each group
   a. conduct research to learn more about one of the coalition parties.
   b. share their findings and, based on the composition of this new cabinet and Knesset, make predictions on future Israeli domestic and international policy.

UNABOMBER SUSPECT THEODORE KACZYNSKI AWAITS TRIAL

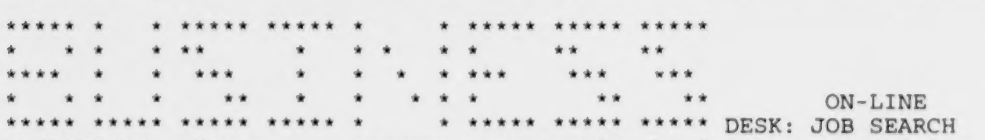
3. Guide students in a discussion of why Theodore Kaczynski will be tried in a federal, rather than a state court. Direct them towards resources that will explain
   a. why the federal judge must hold a hearing before Mr. Kaczynski can be tried in California; and,
   b. why his lawyers are appealing to the Supreme Court.
4. Discuss possible outcomes in this case. What different avenues of appeal are available to a person who has been convicted of a federal crime? If Mr. Kaczynski is not convicted in a California court, what further steps might federal prosecutors take?

BUSINESS DESK: CATCHING JOBS WITH THE INTERNET

5. BEFORE VIEWING: Ask students what types of people are likely to benefit from on-line searching and why. AFTER VIEWING ask: Does the story supports your previous generalizations? Have students cite specifics from the video in their discussion.
6. Distribute the HANDOUT (pg 3) to students in groups. Tell them they are entrepreneurs seeking business opportunities created by on-line job searching. First, have students list different groups affected by this technology and note the pros and cons of this technology for each group. Then, groups should describe future businesses that on-line job searching might create. After sharing ideas, have groups draft proposals for future business opportunities.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Knesset pragmatic Theodore Kaczynski hearing indictment
Justice Department service industry technical recruiters



DIRECTIONS: You are an entrepreneur seeking business opportunities created by on-line job searching. Before developing your products and services, consider how different groups are currently affected by this new way of networking. Refer to the chart below:

Column #1: List different groups that are affected by this new technology.

PRO Column: List how on-line searching benefits this group.

CON Column: List the ways on-line job searching might hurt this group.

Column #4: Describe future businesses that might meet this group's employment needs. A company that teachers college students how to write a resume designed for the Internet might be one example for this column.

Be prepared to share your ideas with the class.

GROUP AFFECTED BY ON-LINE NETWORKING	PRO	CON	FUTURE BUSINESS VENTURES

Using your findings above, draft a proposal for a new business fueled by future growth of the on-line job market.

STUDENT RESOURCE: NEW ISRAELI GOVERNMENT

Here is a "snapshot" of the new Israeli government, as presented yesterday by Prime Minister Benjamin Netanyahu to the Knesset.

Proposed cabinet ministers and their respective parties:

Prime Minister -- Benjamin Netanyahu, Likud Party
Foreign Minister -- David Levy, Likud
Defense Minister -- Yitzhak Mordechai, Likud
Finance Minister -- Dan Meridor, Likud
Justice Minister -- Yaacov Neeman, (independent)
Internal Security Minister -- Avigdor Kahalani, The Third Way
Education, Culture & Arts Minister -- Zevulun Hammer, National Religious
Agriculture & Environment Minister -- Rafael Eitan, Tsomet
Labor Minister -- Eli Ishai, Shas
Interior Minister -- Eli Suissa, Shas
Transport, Energy & Infrastructure Minister -- Yitzhak Levy, National Religious
Trade & Industry Minister -- Natan Sharansky, Israel With Immigration
Absorption Minister -- Yuli Edelstein, Israel With Immigration
Tourism Minister -- Moshe Katsav, Likud
Communications Minister -- Limor Livnat, Likud
Health Minister -- Tzachi Hanegbi, Likud
Science and Technology -- Benny Begin, Likud
Housing Minister -- Benjamin Netanyahu
Religious Affairs -- Benjamin Netanyahu

Deputy Prime Ministers (offices and parties listed above):
Moshe Katsav
Rafael Eitan
Zevelun Hammer

The 6-party coalition controls 66 of the Knesset's 120 seats. The breakdown is as follows:
Likud -- Gesher -- Tsomet: 32 seats
Shas: 10 seats
National Religious Party: 9 seats
Israel With Immigration: 7 seats
United Torah Judaism: 4 seats
The Third Way: 4 seats

----------CNN NEWSROOM: RELIABLE RESOURCES----------

CNN NEWS/The Associated Press, "Look at New Government Presented to Parliament," 6/18/96, 1600 EDT

NEWSROOM WORLDVIEW
TIMOR: INDONESIA--TIMOR--HISTORY; PORTUGAL--COLONIES

1. BEFORE VIEWING: Use a map or an atlas to note Timor's location, size and political boundaries. AFTER VIEWING: How has life changed for the East Timorese since 1976? Why? What is the purpose behind the break-ins at diplomatic embassies in Timor?
2. Search to find why the UN continues to recognize Portugal as administering power in East Timor. Based on this information, do you agree or disagree with this practice? What does this mean for people like Puto Oak Funu? CHALLENGE: Find other areas of the world in which political sovereignty is in dispute. Work with others to create a system of classifying these areas for further study.

INTERNET: http://www.cfcsc.dnd.ca/links/wars/timor.html

ECONOMIC POWER: GERMANY--ECONOMIC DEVELOPMENT; LABOR; WAGES

3. What are the major economic differences between Germany and its East European neighbors? How do these differences affect workers and management? Use resources to discover economic statistics that help explain these differences. What future impact might these differences promote?

INTERNET: http://www.nosc.mil/planet_earth/countries/Germany.html

WINDSOR CASTLE: ENGLAND--ARCHITECTURE--CONSERVATION AND RESTORATION

4. What good has come from the fire that destroyed more than 10% of Windsor Castle? What architectural details from the video interested you most? Why? Research to become a "docent" for either one room in Windsor Castle or a room in another historical home anywhere in the world. Draw a detailed sketch of the room and its contents on a large poster and take the class on a mini-tour as you recount the political and social history and important architectural facts about your room.

INTERNET: http://www.urz.uni-heidelberg.de/subject/hd/fak7/hist/o1/logs/mt/t17/0093.html

ART: INDIA--ART--CONTEMPORARY; INDIA--ARTISTS--CONTEMPORARY

5. Use the Internet and other sources to discover a timeline of art in India, beginning before the British occupation through independence and into today. How can the art be divided into eras? What impact does political history have on art?

6. As you watch the video, pick one artwork that most appeals to you and tell why. Are there common characteristics to these pieces? Explain. What makes them "Indian"?

INTERNET: http://ugweb.cs.ualberta.ca/%7Esrinivas/indial.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Amnesty International East Timor wages productivity
medieval architecture refurbish Mahabarata Tantric art

```
******  **   **   *                                  Thursday, June 20, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	More Whitewater and "Filegate" questions surround the President and Mrs. Clinton.	3:50	4:50
CAMPAIGN '96	California poll numbers...	:35	5:25
WEB SITES	CNN political websites...	:30	5:55
HEADLINES	IRA CLAIMS MANCHESTER BOMBING...CHURCH FIRE ARRESTS...RUSSIA ELECTION AFTERMATH	1:10	7:05
SCIENCE DESK	Humans give nature a hand in repairing living coral reef.	2:25	9:30
NEWSQUOTE	...from Jean Cocteau, French Author...	:35	10:05
OUR WORLD	Meet an 11-year old who has been called the best blues harmonica player in the U.S.	3:55	14:00
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:45	15:45
KEEPING PEACE	UNITED STATES: Before U.S. troops go into a country, specific criteria must be met.	2:55	18:40
PANAMA CANAL	PANAMA: The U.S. passes control of the canal to Panama in 1999.	2:50	21:30
RELIGION: TAIZE	FRANCE: A new form of worship may be the way to bring diverse people together.	2:40	24:10
ART	NEW YORK: MOMA displays Picasso portraits.	1:25	25:35
MUSEUM	PARIS: Science City is hands-on activity in any language.	3:05	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*  Follow CAMPAIGN USA '96 throughout the summer.  Tune in to CNN        *
*   NEWSROOM every Monday for the DEMOCRACY IN AMERICA DESK.             *
**************************************************************************
```

TOP STORY: WHITE HOUSE WOES

1. Who is Bruce Lindsey? What was his position in Bill Clinton's 1990 campaign for Governor of Arkansas? Why is his implication in Whitewater of concern to the President? How has the President responded to these latest allegations? What has the White House done in an attempt to calm the uproar over its handling of confidential FBI files?
2. Discuss the meaning of the term "damage control" then divide students into groups.
   a. Tell students in each group to pretend that they are aides to President Clinton. Their job is to read/observe the media coverage of the latest developments in Whitewater and the FBI files affair, then issue a memo on steps the

White House should take to control "damage" in the minds of voters.

b. Have each group write, edit and present copies of its memo to the other groups.

As a class, review and discuss group memos. Did some "aides" advocate a totally "upfront" approach to dealing with these issues and with the media? Did some promote a more "tight-lipped" policy? According to these student-advisors, what should the White House do to minimize the fallout from these problems? Discuss.

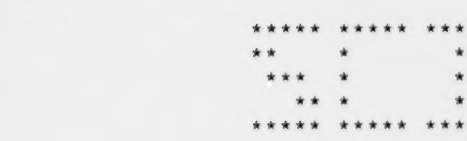
3. The allegation concerning Bruce Lindsey involves a $30,000 campaign withdrawal he made from an Arkansas bank. The bank's owners are accused of violating federal law by not informing the IRS of the withdrawal. Why would they have to do this? Why are some bank deposits and withdrawals regulated by law? In class discussion, have students offer possible answers to these questions. Then invite a bank officer to address students on some of the federal laws involving deposits and withdrawals and the reasons behind these regulations.

OUR WORLD: BRODY'S BLUES

4. With what other legendary performers has eleven-year old Brody Buster been compared? Have students gather information on child prodigies, some performers who have been given this label and how they developed their talents. Have students share information and discuss what drives these young people to musical greatness.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

damage control	Hillary Clinton	James McDougal	Susan McDougal	Jim Guy Tucker
allegation	security clearance	Bruce Lindsey	co-conspirator	political
operative	the blues	mentor		



DESK: REEF REBUILDING

1. BEFORE VIEWING: Ask students to describe a coral reef. Where are they found? How are they formed? How do they affect the marine ecosystem?

2. AFTER VIEWING: Have students describe damage sustained to the coral reef in Florida. How will the reef be repaired? Why is repair of the reef so important?

3. Where else in North America can coral reefs be found? Where in else in the world? Have students use a globe or outline maps of the world to indicate coral reef communities. Ask: What do all these areas have in common?

4. Have students make a list of conditions necessary for the formation of coral reefs. Then challenge students to predict how changing environmental conditions affect coral reef communities. How do human activities affect coral reefs? Why?

5. Ask: What organisms form coral reefs? How do these creatures get food, reproduce and eliminate waste? Group students and distribute the HANDOUT (pg 4). Instruct students to use their text, media and other resources to answer these questions about the life of coral and record all answers on the HANDOUT.

6. Divide the class into several groups. Assign to each group a particular coral reef community and instruct each to make a poster detailing this community. The poster should include
   a. the location of the community, environmental conditions and food webs.
   b. text and graphics, especially pictures of plants and animals inhabiting the reef.

BEST COPY AVAILABLE

Display completed posters in the class, media center or other common area.

7. Tell each group that an accident, similar to the one described in the video, happened to their reef. Have them use information from the video, the HANDOUT and additional resources as necessary to plan repair of their reef. Each group should explain the details of the repair in a formal report. Have the other groups review the report and critique the feasibility of the repair.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Florida Keys coral coral reefs colony food web

***** ** ** *
* * * * *
* * * * * *
******** ** **

STUDENT HANDOUT: THE LIFE OF A CORAL

DIRECTIONS: Corals are small marine animals that live together in colonies. They belong to a larger group of animals, the coelenterates, which include jellyfish and anemones. Coelenterates are also called Cniderians because they all have stingers; Cnideria means stinger. Corals are special because they have skeletons. Over hundreds, even thousands, of years these skeletons build to form a reef.

Use your text and other resources as needed to complete the chart below about the life of coral. This information is important because coral reefs provide homes for many other organisms. If the coral die, or are killed, the coral reef community could not exist.

Body Structure:

How they capture food:

How they digest food and eliminate wastes:

How they exchange gasses:

How they reproduce:

How they sense their environment:

```
*****  **    **    *
*      * *  *  *  *
*      *  * *   * *
********    **    ** NEWSROOM WORLDVIEW
```

KEEPING PEACE: U.S.--MILITARY; UN--PEACEKEEPING FORCES

1. What are the criteria for the Clinton administration to send U.S. troops into a country on a peacekeeping or humanitarian mission? Why did it take three years for the U.S. to send troops to Bosnia? Define "coercive diplomacy." Do you believe it is effective? Cite examples to support your answer.
2. Search to find information on specific problems in Burundi or Liberia. Do you believe U.S. troops should be sent to these countries? Why/Why not? Design an editorial cartoon to illustrate your opinion.

INTERNET: http://www.cco.caltech.edu/~bosnia/others/resources3.html
http://www.clw.org/pub/clw/un/unpeace.html

PANAMA: PANAMA--PANAMA CANAL; DIPLOMACY

3. What will happen in Panama in 1999? Why is a "seamless transition" important? How have Panamanians prepared for the transition? Search to discover more about the Panama Canal and its operation. Based on your findings, outline a plan that will insure international investors that the canal will "remain in good hands."

INTERNET: http://holly.colostate.edu/~panama/section7.html

RELIGION: RELIGION--TAIZE; SPIRITUAL LIFE

4. Compare and contrast Taize with other religions with which you are familiar. What are the major differences? Why do you believe Taize is growing? Is it possible for Taize not to become an organized religion yet continue to grow? Explain.

INTERNET: http://www.almac.co.uk/taize/taize.html

ART: EXHIBITIONS--MUSEUM OF MODERN ART; ART--PICASSO

5. How does the current exhibit at the MOMA typify Picasso's relationships rather than his art? What do these portraits reveal about the artist? Find and identify a portrait by Picasso or another modern painter and explain its history.

INTERNET: http://metrobeat.com/nyc/events/emm00654.html

MUSEUM: PARIS-- MUSEUMS OF SCIENCE AND INDUSTRY; EDUCATION--SCIENCE

6. Why is "hands-on" learning an educational buzzword? CHALLENGE: Turn the Internet into a "hands-on" technology lesson. Design a lesson plan to guide others to learn about the information superhighway and Internet access to science education.

INTERNET: http://www.bethel.hampton.k12.va.us/training/edlink.html
http://www.schnet.edu.au/Docs/Home/Help.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

nation-building humanitarian intervention peacekeeping mission
Panama Canal Taize spirituality City of Science and Industry

```
******  **   **   *                                    Friday, June 21, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY:	Yeltsin's foes and allies fight for position.	3:55	4:55
HEADLINES	TREATY TO BAN NUCLEAR TEST DERAILED... U.S. OPPOSES BOUTROS-GHALI AS UN LEADER... UN DESTROYS IRAQI CHEMICAL WEAPONS PLANT...	1:20	6:15
EDITOR'S DESK	Netanyahu discusses Israeli troops in West Bank; Kaczynksi goes before Federal Judge; Investigation of White House FBI files is expanded.	2:55	9:10
SPACE IS THE PLACE	Shuttle Columbia begins life science and microgravity mission.	1:30	10:40
GAMES OF '96	Women's softball anticipates Olympic debut.	3:05	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:25	16:10
TOURS	NORTH KOREA: Western visitors are rare in this isolated communist nation.	3:55	20:05
WORLD WAR II	PHILIPPINES/JAPAN: Lt. Hiroo Onoda is an unusual reminder of war and surrender.	2:55	23:00
SUMMIT	FRANCE: Children learn to communicate.	:55	23:55
LIBRARY ARCHIVE	RUSSIA: The Russian State Library houses a rich history of print.	3:25	27:20
CATS	EGYPT: Cats were venerated, once.	2:25	29:45
CNN NEWSROOM WORLDVIEW CLOSE		:15	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

****

* Follow CAMPAIGN USA '96 throughout the summer. Tune in to CNN NEWSROOM every Monday for the DEMOCRACY IN AMERICA DESK. *

****

TOP STORY: RUSSIAN POLITICS

1. Ask students to define the word "coup" then discuss what is meant by the following statement: "Today, when President Yeltsin fired Barsukov and Korshakov it was the last nail in the coffin of coups." Based on their understanding of Russian history, do students agree or disagree with this assessment? They should support their opinions with examples from both recent and past Russian history.

EDITOR'S DESK/NEWSQUIZ

2. Divide the class into two teams and challenge them to name the political figures described in the 9 summaries on the HANDOUT (pg 4). The team correctly identifying the most persons wins. ANSWERS IN ORDER: Bruce Lindsey; Gennady Zyuganov; Shimon

Peres, James Baker; Vladimir Zhirinovsky; Benjamin Netanyahu, Alexander Lebed; Boutros Boutros-Ghali; Susan Macdougal.

SPACE IS THE PLACE

3. Ask students to imagine themselves in the place of one of the shuttle's crew. What would they expect to see and feel as their space craft accelerated from 0 to 17,000 miles/hour? Have them write a poem or song to "celebrate" their imaginary experience, or draw a picture to illustrate what they saw.

MEDIA LITERACY/THE GAMES OF '96

4. Ask students to discuss the media's view of the ideal woman. Do they agree or disagree with this image?
   a. Provide them with magazines, scissors, glue and paper.
   b. Challenge them to work in teams to create a collage of the quintessential media image of WOMAN.
   c. Then, give them time to jot down thoughts in response to the 6 questions on the HANDOUT (pg 3) and guide a discussion based on these questions.
   d. Following the discussion, challenge them to find or draw pictures to add to their original collages. Additions should illustrate changes to the "ideal female image" they hope will result from coverage of Olympic women athletes.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

coup ethically — political liability human guinea pigs — corruption muscle mass — back burner chassis

***** ** ** *
* * * * * *
* * * * * *
******** ** **

MEDIA LITERACY

STUDENT HANDOUT: PLAY BALL, LADIES!

DIRECTIONS: Create a collage illustrating the IDEAL WOMAN as seen through the eyes of American media. Next, jot notes in response to the questions below to use in a short discussion on the power of media in the creation of an ideal image.

1. How would you describe the "ideal" woman as viewed through the eye of the media? Explain.

2. Is this image a powerful influence on young women today? Why?

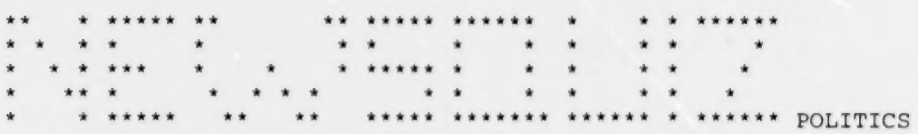
3. How do the softball stars shown in PLAY BALL! compare with this image? Explain.

4. Are there aspects to these stars that you believe are ignored in the current "female ideal"? If so, what are they?

5. In your opinion, should these qualities "get more coverage" in media imagery? Why/Why not?

6. If these women capture the hearts and minds of the American public, how would you expect the current female media image to be influenced by these new American heroines? Would you consider this to be a positive, neutral or negative change? Explain.

Finally, work with teammates to create a new "ideal" female image for the media to promote based on pictures of America's female athletes. Accompany your collage with an open letter to "Madison Avenue" explaining the need for the new image and naming your favorite Olympic athletes as examples of your proposed ideal.



DIRECTIONS: Show off your knowledge of the important political figures featured in this week's news. Each of the following summaries describes such a leader. The team that identifies the most leaders described below wins.

One of Bill Clinton's closest advisers; worked as campaign treasurer for Clinton's 1990 campaign for Arkansas governor. _____

Former Soviet official and organizer who led the Communist party to victory in December's parliamentary elections. He advocates state control of industry, broader government involvement in the economy and hopes to restore/re-assemble the Soviet Union. _____

Former Prime Minister of Israel, a member of the Labor Party who sought to continue the peace proceedings begun under the late Yitzhak Rabin. _____

Former U.S. Secretary of State in the Bush administration. His FBI file was one of 400 files that ended up at the White House illegally. _____

Former presidential candidate in Russia's 1991 elections, this man's nationalistic views often have provoked controversy and alarm in the international community. Currently, he heads the ultra-nationalist Liberal Democratic Party. _____

Prime Minister-elect of the new Israeli government, member of the Likud Party. _____

Retired Russian general who recently surprised pollsters by receiving nearly 15% of the vote in the first round of Russia's presidential elections. _____

Current Secretary General of the UN who plans to run for a 2nd term despite U.S. plans to prevent his re-election. _____

Former business partner of Bill Clinton in the Whitewater land deal. Convicted recently of fraudulent banking practices, this person is now investigated for embezzlement while working for a famous conductor in Hollywood. _____

BONUS: "Ultimately politics in a democracy reflects values much more than it shapes them." -- Arnold A. Rogow
Do you agree or disagree? Use examples from the political lives of the people described above to support your points.

NEWSROOM WORLDVIEW

TOURS: NORTH KOREA--ECONOMIC CONDITIONS

1. What evidence from the video showed how isolated North Korea is from western countries? What changes have occurred between the North Korea, the U.S., Japan and South Korea? Search for events that illustrate historical relations among these countries. Based on your findings, why is change difficult?

INTERNET: http://www2.nando.net/newsroom/ntn/world/102595/world325_5.html
http://www.soc.hawaii.edu/con/intlrel/talk/0169.html

WORLD WAR II: JAPAN--PHILIPPINES--WORLD WAR, 1939-1945; WORLD POLITICS

2. Describe Lt. Onoda's unique relationship to the Philippines. Why are there mixed emotions at his return to the island? Use the Internet and other sources to create a timeline of Japanese-Filipino relations. What is the purpose of the Japanese-Filipino Friendship Monument? Design your version of a monument to represent changes in these countries' relations.

INTERNET: http://www.kyoto-np.co.jp/kp/topics/stone_e.html
http://www2.nando.net/newsroom/ntn/world/020696/world4_24243.html

LIBRARY ARCHIVE: RUSSIA--RUSSIAN STATE LIBRARY

3. What is the purpose of the Russian State Library? How important are these print archives of the past in today's electronic world? Use the Internet to discover the major purposes of the U.S. Library of Congress. Does your school library share these roles? Why/Why not? Write a mission statement for your school library, including any areas you believe it should support.

INTERNET: gopher://gopher.loc.gov/

CATS: EGYPT--HISTORY--CATS; EGYPTIAN MYTHOLOGY--CATS

4. Explain the changing role of cats in Egypt. Acting as a cat in modern Egypt, write a letter to the Egyptians telling them why they should reverse this "fall from grace."
5. Is it possible that all of today's domestic cat breeds are descendants of ancient Egyptian felines? Select one breed of cat and trace its lineage. Share your findings with others in the class to discover and compare the different "limbs" of the feline family tree.

INTERNET: http://www.indiana.edu/~eric_rec/fl/pcto/feline.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

isolationism Japanese surrender Children's Summit UNESCO Russian State Library archive anthropomorphism anthropology

```
******  **   **   *                                  Monday, June 24, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Arab Summit challenges Israel's new leaders and strives for Arab unity.	5:50	6:50
HEADLINES	UNABOMBER SUSPECT MOVED... ARCHBISHOP DESMOND TUTU RETIRES...	1:00	7:50
DEMOCRACY IN AMERICA	Politicians bring on the tears, but is crying a political "no-no"?	2:50	10:40
PROMO	Check www.allpolitics.com on the 'Net.	:25	11:05
GREEK POLITICS	Andreas Papandreou, former leader of Turkey, dies of heart failure.	2:30	13:35
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:25	15:00
C. ASIA POLITICS	CENTRAL ASIA: Increasingly poor economic conditions threaten CIS stability.	6:35	21:35
BORDER ILLEGAL	U.S./MEXICO: Illegal workers risk abuse, assault and arrest for "The Promised Land."	3:45	25:15
GREEN TURTLES	BALI: Demand for green turtle products threaten its survival as a species and its place in Bali tradition.	3:30	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.

May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*  Israel, Russia, the United States...this is an election year          *
*  around the world.  Stay tuned to CNN and CNN NEWSROOM for all         *
*       the latest details on the global political scene.                *
**************************************************************************
```

TOP STORY: ARAB LEAGUE SUMMIT

1. What was the major topic of discussion at this past week's Arab League Summit? In spite of a show of unity, the Arab League members are divided over this issue. Explain the viewpoints of the "hardliners" and "moderates" on the question of Israel.
2. Summarize the message delivered in the Arab Summit communique. What are the possible repercussions if Israel fails to heed this message? On what other issues did Arab leaders flex their collective political muscles? Do you think their show of unity will have any effect on the resolutions of any of these issues? Explain.

3. Arab unity was a major goal of the Arab summit. Guide students to complete the chart on HANDOUT (pg 4) as they find "lines of enmity and amity" in the Arab world. Have students share their findings and, as a class, decide on the best routes to unity.

DEMOCRACY IN AMERICA DESK: THE CRYING GAME

4. Why were some of the political figures in the video crying? Did their emotional reactions appear genuine to you, or do you think their tears were politically motivated? Explain. Veteran political observer Jimmy Breslin says tears "make no difference." Do you agree or disagree with him? Why?
5. In this election year, students are likely to hear a great deal of political trivia. Provide them with a springboard for some interesting discussions and research by challenging them to a "political scavenger hunt."
   a. Distribute the HANDOUT (pg 3) to groups of students.
   b. Direct each group to use its text, online sources and any other available resources to find the answers to each trivia question given.

   ANSWERS: 1-Henry Clay; 2-Harding and Kennedy; 3-Seven: Washington, Jackson, Wm. H. Harrison, Taylor, Grant, Garfield and Eisenhower; 4-Twice: Jefferson (1801), John Q. Adams (1825); 5-Ford, Carter, Reagan, Bush.

   After checking answers, challenge groups to continue compiling political trivia questions (and answers) for their classmates.

ANDREAS PAPANDREOU

6. Who was Andreas Papandreou? What conditions prompted his rise to power? What circumstances forced him out? How did he return to the political limelight? Can you think of any other political leaders who have fallen out of favor with their people, only to return to political popularity? Discuss.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Cairo Gulf War Jerusalem Saddam Hussein Islam unification
Moammar Gadhafi Bob Dole Ed Muskie Pat Schroeder socialism

***** ** ** *
* * * * * *
* * * * * * POLITICAL
******** ** ** STUDENT HANDOUT: SCAVENGER HUNT

DIRECTIONS: In this election year, you're likely to hear lots of political trivia. Here's a political scavenger hunt to get you into the political trivia "frame of mind." Search your text, resources and online sources to find the answers to these trivia questions. Record your answers in the spaces provided.

1. Bob Dole is the first sitting U.S. Senator to resign his seat to pursue the presidency since this senator did in 1842. Who is he?

   _____

2. If elected, Bob Dole would be only the third president to move directly from the Senate to the Oval Office. Who are the other two?

   _____

3. Like all of his predecessors, Pres. Bill Clinton also has the title of "Commander in Chief" of the Armed Forces; but, how many presidents also served as generals in national service, and who are they?

   _____

   _____

   _____

4. If no presidential candidate receives a majority of Electoral Votes, the House of Representatives chooses the next president. How many times has the House chosen the president? Who was the victor in each case?

_____

_____

5. Name the former U.S. presidents who are still living.

_____

_____

Check your answers. Now use your resources to help you compile some presidential trivia questions (and answers) for your classmates.

***** ** ** *
* * * * * *
* * * * * *
******** ** **

THE ARAB LEAGUE

STUDENT HANDOUT: LINES OF ENMITY AND AMITY

DIRECTIONS: Create a pictorial guide of Arab relations by drawing RED lines of ENMITY and BLUE lines of AMITY among these Arab League nations. Begin with relationships described in the video, then discover other connections, both friendly and hostile. Number each line and explain the relationships on the back of this page.

ALGERIA

DJIBOUTI

BAHRAIN

EGYPT

IRAQ
(uninvited)

KUWAIT

JORDAN

LEBANON

LIBYA

MOROCCO

MAURITANIA

OMAN

QATAR

SOMALIA

PALESTINE

SAUDI ARABIA

SUDAN

SYRIA

TUNISIA

UNITED ARAB EMIRATES

YEMEN

NEWSROOM WORLDVIEW

CENTRAL ASIA POLITICS: CIS--POLITICS; USSR--HISTORY; USSR--POLITICS

1. What conditions led to the break up of the former Soviet Union? According to the video, what, if anything, has changed since then? Search to compare information on the status of the CIS economies and civil liberties with their previous Soviet status and with each other. Are any of the states better off? Discuss factors that contribute to government stability. Color-code a map of the CIS to indicate which states
   a. appear to be stable,
   b. are struggling for stability, and
   c. appear to be very unstable.

   What impact has the CIS's "stability at any cost" policy had on its citizenry?

INTERNET: http://www.kiae.su/www/wtr/

BORDER: U.S.--MEXICO--IMMIGRATION & EMIGRATION; MIGRANT LABOR

2. Describe the dangers migrant workers encounter when attempting to cross "La Linea." What expectations do these workers have to take such risks? Use the Internet to discover the niche migrant workers fill in the U.S. economy.
   a. Find out the kinds of labor typically performed by migrant workers, how much they earn and the profit gained by the industries.
   b. Use images to mark on a U.S. map the states using migrant workers and the work/industry for which they are hired.

   Which industry uses the most migrant workers? Who benefits most from this labor pool? Using the information found, and in the persona of a migrant who plans to cross "La Linea," write 3 short journal entries: hopes/fears for the crossing, border experiences and one day in the life of a migrant worker.

INTERNET: http://www.latinolink.com/

GREEN TURTLES: BALI--ENDANGERED SPECIES--GREEN TURTLES; EXPORTS

3. What are the competing demands for the green turtle? What circumstances have increased its value? What's at stake? Search sources for market demand worldwide for green turtle products. Compare the availability of the turtle's eggs a decade ago with their current availability and with market demand. Hold a round of talks with student representatives of each interest group to devise a solution that would be satisfactory for all concerned.

INTERNET:http://kingfish.ssp.nmfs.gov/tmcintyr/turtles/greentur.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

cult of personality referendum authoritarianism totalitarianism
migrant worker peso Grupo Beta "coyote" predator Tri Bhuwana

```
******  **    **   *                                    Tuesday, June 25, 1996
*       * *   * *  *
*       *  *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Arabs and Israelis consider the role of territorial compromise in the Mideast peace negotiations.	5:55	6:55
HEADLINES	COLUMBIA CREW STUDIES WEIGHTLESSNESS... WILDFIRES PLAGUE SOUTHWESTERN U.S...	:40	7:35
INTERNAT'L DESK	Economic development has been the key to the rebirth of one Philippine town.	3:30	11:05
LOOK AHEAD	NEXT ON WORLDVIEW: BANAUE RICE TERRACES	:30	11:35
JAPAN'S JAZZ CRAZE	Some jazz players find that Japanese fans really understand their music.	2:20	13:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	15:30
C. ASIA ISLAM	TAJIKISTAN: Clan insurgence coupled with Muslim fundamentalism threaten stability.	4:40	20:10
BANAUE RICE	PHILIPPINES: Young people's changing interests threaten the 2,000 year-old rice terrace farming tradition.	4:55	25:05
ANCIENT CITY	POLAND: The city of Warsaw has a colorful history and a promising future.	2:20	27:25
NEWS NOTE	Catch the world on CNN World Report!	:25	27:50
CNN NEWSROOM WORLDVIEW CLOSE		2:10	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*   DON'T TOUCH THAT DIAL (or that VCR!)  CNN NEWSROOM and the           *
*   NEWSROOM DAILY GUIDE will continue throughout the summer!            *
*         Keep up with global news all summer long with CNN!             *
**************************************************************************
```

TOP STORY: ARAB SUMMIT

1. Explain how Benjamin Netanyahu's position as leader of the Likud party complicates his relationship to the peace process. Based on his words in the video, evaluate his present stance towards the peace process.
2. Lead a class discussion of the differences between the "territory-for-peace principle" and Pres. Bush's phrase, "territorial compromise." Are the preconditions for a peace based on "territorial compromise" different from those established by the "territory-for-peace" principle? Discuss.
3. The end of the top story focuses on the U.S.'s past role as a mediator in Arab-Israeli negotiations. How might mediation by a third party be used to advance the current peace process? How well has third-party intervention worked in other conflict-

ridden regions? Be specific. What nation(s) would best serve as a mediator(s) for the Arab-Israeli peace process? Explain.

4. Challenge students to cite examples of other regions that are experiencing conflict founded on territorial disputes. Ask: What comparisons emerge between these conflicts and the Arab/Israeli conflict? Using these comparisons, have students make predictions about the Arab/Israeli peace process.

JAPANESE JAZZ

5. BEFORE VIEWING: Have students think back to the last concert they attended or watched on video. Ask: Do you need to have a significant amount of background knowledge about music in order to enjoy/appreciate a performance? Explain.

6. AFTER VIEWING: Consider Marcus Miller's statement that the Japanese, "really understand the music." Agree or Disagree: Audience understanding is an important part of music appreciation? CHALLENGE: Divide students into groups and have them choose a type of music to research before the next class. Groups should prepare 15-minute presentations for the class that involve listening to, and learning about, one type of music. Their presentations should also address the relationship between knowledge and appreciation.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

territory-for-peace territorial compromise Hafez El-Assad
preconditions Golan Heights Yitzhak Shamir core group

***** * * ***** ** *
* * * * * * *
* * * * * *
* * * * * *
***** * ** * ***** DESK: QUEZON REBIRTH

1. BEFORE VIEWING: Locate the Philippines on a world map. What do you know of this country's recent political history?

2. AFTER VIEWING: How has Quezon's local economy benefited from the rebirth of private enterprise? What is Hopewell and what is its role in the economic resurgence of Quezon? How has Hopewell both create and support local businesses?

3. The video focuses on the benefits of economic development. What changes in the community might accompany these benefits? In class discussion, ask students to consider the potential drawbacks of economic growth. How might the culture of this island nation change with the introduction of rapid development? Discuss.

4. Tell students: You are part of a task force looking for relatively low risk investments in developing nations. Your first assignment involves calculating future economic growth in the Philippines. What information is missing from the video that would help you make predictions for this country's economic future? Challenge students to create a list of crucial questions they would need to ask and then answer in order to plan a thorough investigation of the Philippine economy.

5. Historians often argue that "Geography is everything." The Philippine Islands are an archipelago of over 7,000 islands about 500 miles off the southeast coast of Asia. Only 7% of the islands are larger than one square mile. Evaluate how this country's unique geography might affect current economic development.

6. Challenge students to offer their own plans for rejuvenating a city anywhere in the world. Distribute the HANDOUT (pg 4) and have students work in groups to first choose a city or town that has been the site of civil strife. Then have groups conduct research to complete the information on the HANDOUT for

their respective sites. Conclude by having groups, acting as members of a UN commission, present their plans for economically rejuvenating the cities they have chosen.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Fidel Ramos archipelago insurgents Quezon

***** ** ** *
* * * * * *
* * * * * *
******** ** **

STUDENT HANDOUT: REBIRTH OF A CITY

DIRECTIONS: In today's INTERNATIONAL DESK story, CNN Correspondent Maria Ressa states "...perhaps the best solution to insurgency here is development." Could what is happening in Quezon happen in another part of the world? Choose a city or town anywhere that has been the site of civil war or rebel insurgency. Conduct research to learn more about the region so that your group can attempt to economically "rejuvenate" that site. Note your findings below as you consider:

1. natural resources of the region:

2. geographic assets (location, ports, etc.):

3. sources of electrical power:

4. transportation possibilities:

5. possible business opportunities:

6. the current political system: (Are those in power likely to support private enterprise? If so, cite evidence. If not, would a business/government partnership to promote economic growth be possible? Explain.)

Combine your findings into a formal presentation. Pretend that you are part of a United Nations commission whose job it is to offer a plan to rejuvenate this site. Present your plan and try to "sell" it to your classmates, acting as your nation's government.

```
*****  **    **    *
*      * *  * *  * *
*      *  * *  * *
********    **    ** NEWSROOM WORLDVIEW
```

CENTRAL ASIA ISLAM: TAJIKISTAN--RELIGION--ISLAM--FUNDAMENTALISM

1. Who are the players in this civil war? What interests do they promote and why? Based on statements made in the video report, what are the pros and cons associated with governance under Islamic law?
2. Note on a map the countries mentioned in the video and their relationship to one another. Use the Internet and other resources to find out each country's "ethnic mix" and display in a pie graph. Based on your findings, how possible would it be to establish and maintain Islamic law in each country? Would this be more of an issue for countries with shared borders? Explain.

INTERNET: http://www2.hawaii.edu/~abichel/tajik.html

ANCIENT CITY: POLAND--CITIES

3. Recount the historical rise of Warsaw into the city it has become. What information in Warsaw's background might you consider to be factual and what might not be? Search for information on the factors contributing to the rise and sustenance of a major urban center. Choose one city anywhere in the world and write an anecdotal description of how that city came to be. Include facts, legend, myth and hearsay. Compile the class's City Stories into one volume. Give a copy to the media center to share with other classes.

INTERNET: http://sunsite.icm.edu.pl/~ludwik/
http://www.mimuw.edu.pl/wawa/warszawa.e.html

BANAUE RICE: PHILIPPINES--SOCIAL LIFE AND CUSTOMS; TOURIST TRADE

4. What do parents who own land in the Banaue Terraces expect of their children? Discuss the impact a decision not to perpetuate family traditions may have on family relationships. Search for examples of disappearing ways of life in other cultures. What impact has change had on the family and on society? What remains of the traditional ways and what modifications emerged? Talk to older family members about changes that may have occurred in family traditions over generations. What effect did these have on individuals? the whole family? In class, share efforts taken to blend the traditional with the modern.

INTERNET: http://www.europa.com/~ria/links.html
http://violet.berkeley.edu/~lorenmc/ethnic.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

mujahedeen	Islamic fundamentalism	ethnic mix	secular	
Imam	metropolis	Vistula River	rice terrace	Ifuago

Wednesday, June 26, 1996

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Bomb attack on U.S. military housing in Saudi Arabia kills 23 Americans, wounds 105 others.	2:35	3:35
HEADLINES	U.S. SEC'Y. OF STATE MEETS WITH ISRAELI, ARAB LEADERS...PLANS MADE FOR BOSNIAN ELECTIONS...CYBERSPACE SECURITY THREAT...	1:15	5:50
WEBSITE	CNN online addresses...	:30	6:20
AT ISSUE	Congress considers airline safety.	2:45	9:05
BUSINESS BRIEF	G-7 economic summit in France... Chile joins Mercosur trade bloc...	1:15	10:20
DEFINITION	... of privatization...	:30	10:50
BUSINESS DESK	Egypt's Pres. Mubarak appoints businessmen to Cabinet in move to privatize economy.	2:45	13:35
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:10	15:45
C. ASIA BUSINESS	CENTRAL ASIA: Cooperative ventures with western nations may be key to growth.	4:55	20:40
DREAM HOME	CHILE: A three-way partnership creates homeowners of the poor and working class.	3:35	24:15
PHONE FRENZY	JAPAN: Industry deregulation sets off a boom market in mobile phone sales.	2:00	26:15
LAKE LOUISE	CANADA: Hikers, bird-watchers worldwide flock to Canada's Banff National Park.	3:05	29:20
CNN NEWSROOM WORLDVIEW CLOSE		:40	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

Take your students on a live, electronic field trip without leaving your classroom! Call Turner Adventure Learning to find out about upcoming events: 1-800-344-6219.

TOP STORY: EXPLOSION ON U.S. BASE IN SAUDI ARABIA

1. What do officials know of yesterday's explosion at a U.S. military housing complex in Saudi Arabia? Why has the U.S. sent FBI agents to the site?
2. Group students and distribute the HANDOUT (pg 4). Ask: What factors shape the creation of one country's policy towards another? List these factors on the board. Have students use this list and the HANDOUT to identify the key circumstances in U.S.-Saudi relations. Then, ask them to make recommendations for U.S policy towards King Fahd's government, in the wake of today's bomb attack. Groups should present recommendations in the form of two-minute talks before the class.

AT ISSUE: AVIATION SAFETY

BEST COPY AVAILABLE

3. Why did ValuJet employees march on Washington, D.C., yesterday? Why was their corporation's president asked to testify before Congress? How has he responded to the FAA's decision to shut down ValuJet? What criticisms were leveled at the FAA?
4. What is the job of the FAA and to whom is it accountable? What are the parameters and limits of its authority? Have groups of students each choose to research the FAA or other U.S. federal agency whose job is citizen protection, such as the NTSB or FDA. Assist groups in locating on-line and other resources that will help them find information on the chosen agency. Have groups present their findings as formal reports.

BUSINESS DESK: EGYPT'S ECONOMY

5. Explain how nationalization has hindered Egypt's economic growth. How is President Mubarak helping the economy to become more "pro-business"? Why is Egypt interested in increasing its international investment now?
6. Distribute the HANDOUT (pg 3) to student groups. Have students
   a. research and summarize, in their own words, the distinctions between economic socialism and capitalism in each category given on the HANDOUT.
   b. use what they have learned to discuss the steps Egypt must take as it moves toward a free market economy.

   Discuss problems that could arise during this transition. What advice would students offer President Mubarak to minimize any economic or political fallout as a result of these reforms?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Dhahran terrorism Lewis Jordan ValuJet "The Tombstone Agency" oversight outsourcing privatize nationalize inertia

EGYPT'S DESK: ECONOMY

DIRECTIONS: Today's BUSINESS DESK segment explains how Egypt is trying to make the transition from economic socialism to capitalism. Although there are different forms of economic socialism and capitalism, some generalizations can be made in comparing these two systems. Use your resources to help you explain, in your own words, how each economic characteristic listed below is perceived under economic socialism and capitalism.

CHARACTERISTIC OF THE ECONOMY	UNDER ECONOMIC SOCIALISM	UNDER CAPITALISM
Ownership of most means of production (factories, etc.)		
Distribution of wealth		
Government role in national economy		

1. Based on your research and on what you have written, explain the general steps Egypt will have to take in order to move toward a free market (capitalist) economy.

2. Discuss problems that could surface as Egyptians take these steps. How would you suggest Pres. Mubarak move his people toward capitalism with minimal economic and political fallout? Discuss.

***** ** ** *
* * * * * *
* * * * * *
******** ** **

SAUDI ARABIA:
STUDENT RESOURCE: HISTORY AND GOVERNMENT

BIRTH OF A NATION: The Saudi Arabia monarchy is anchored in the religion of Islam. King Abdul Aziz (1882-1953) founded the country. He joined the two provinces of Hejaz and Nejd, thus becoming King of Saudi-Arabia in 1932. A descendent of the earlier Wahabi rulers, a tribe that continues to dominate Saudi society to this day, King Aziz's dynasty, the House of Saud, still rules Saudi-Arabia. The country is named after him, as his full Arabic name is bin Abdul Rahman bin Faisal Al-Saud.

CURRENT GOVERNMENT: One of Aziz's 45 sons, King Fahd, rose to power in 1982 when he was 60 years-old. He is considered to be a pro-Western modernist who opposes the fundamentalism of some of his nation's Muslim neighbors. In 1992, Fahd created a new constitution featuring a 60-member council that proposes and reviews laws. Laws are ultimately passed by The Cabinet which is primarily composed of members of the Saudi royal family.

THE ECONOMY: Oil was discovered in 1936; it made Saudi Arabia one of the oil-rich Arab states on the Persian Gulf. The country is a member of OPEC (Organization of Petroleum Exporting Countries) and possesses one-third of all known oil reserves. During the 1980s, the country's revenues plummeted, due to a drop in worldwide consumption of fossil fuels and other factors. In order to increase revenues, the Saudi government banded together with other OPEC member nations to fix the price of oil. These efforts to keep oil prices artificially high created tension between the U.S. and Saudi Arabia.

ROLE IN REGIONAL CONFLICTS: During the Iran-Iraq War of the 1980s, Saudi Arabia, fearing Ayatollah Khomeini's fundamentalist regime, sided with Iraq. Saudi Arabia became directly involved in the war when Iran began attacked its ships in the Persian Gulf in 1984. During the Gulf War of 1991, Saudi Arabia became a target of Iranian missile attacks.

HUMAN RIGHTS: King Fahd and the Cabinet pass laws restricting individual freedoms. For example, citizens lack rights such as freedom of speech and the right to a fair trial. Women are not allowed to drive in Saudi Arabia; some women who protested against this governmental decree in the early 1990s were persecuted.

----------CNN NEWSROOM: RELIABLE RESOURCES----------
-- Internet address: http://www.Saudhouse.com/mission.htm
-- 1994 INFORMATION PLEASE ALMANAC

***** ** ** *
* * * * * *
* * * * * *
******** ** **

NEWSROOM WORLDVIEW
CENTRAL ASIA BUSINESS: CENTRAL ASIA--ECONOMIC DEVELOPMENT

1. What is the difference between Uzbekistan's cooperative venture with the U.S. and its previous ventures with Arab nations? What expectations do Central Asia nations have regarding their natural resources? Find out each nation's exportable national resources and ready markets. Color-code or draw lines on a world map between countries in Central Asia and those with whom cooperative ventures may be profitable for both.

INTERNET: http://members.gnn.com/ebergles/casia.htm

DREAM HOME: CHILE--HOUSING

2. According to the video, what short- and long-term "fixes" are needed to improve Chile's living conditions? Describe the "partnership" and assumptions on which Chile's housing program is based. Then use the Internet to research U.S. Habitat for Humanity programs -- guidelines, requirements, success rates -- and note similarities with Chile's program. If your community could benefit from a similar program, identify and investigate local/state housing programs. Create a chart comparing potential homeowner requirements. Which program(s) seem to be the best for low- and middle-income buyers? Explain.

INTERNET: http://www.city.net/countries/chile/

PHONES: JAPAN--INDUSTRY--COMMUNICATIONS; MARKETING

3. Describe different kinds of phones and their uses. Which kinds have experienced rapid growth? What phone use has grown rapidly in Japan? Search sources to find where else in the world telephone sales show marked increases. What economic, social and/or technological changes have affected these sales? Create and administer a marketing survey to discover local phone purchase and use patterns. Compile the class information into a demographic profile to discover the frequency, type and diversity of phone use in your community.

INTERNET: http://www.aiai.ed.ac.uk/~timd/japanlinks.html

LAKE LOUISE: CANADA--TOURIST TRADE

4. Describe the Lake Louise area's "attractions." Why would its "isolation" attract visitors? Search for information on areas similar to Banff National Park. Mark these on a map of North America and include a key noting specific attractions. Promote one site in an ad or brochure, with appropriate graphics and directions for tourist access.

INTERNET: http://vertex.worldweb.com/ParksCanada-Banff/louise.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

natural resources	Tangees oil fields	subsidy	deregulation
critical mass	continental divide	ornithologist	glacier

```
******  **   **   *                          Thursday, June 27, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The U.S. says it will not be "bombed out" of Saudi Arabia.	5:50	6:50
HEADLINES	TERRORISM ON G-7 SUMMIT AGENDA...BOSNIA ELIGIBLE FOR U.S. AID...HEAD OF WHITE HOUSE SECURITY RESIGNS UNDER FIRE...	1:00	7:50
AT ISSUE	U.S. Supreme Court says that VMI must admit females or lose its state funding.	2:50	10:40
SPACE IS THE PLACE	-Students talk with Mir astronaut... -Astronomers discover "old" stars...	1:00	11:40
SCIENCE DESK	The earliest vertebrates may be related to humans.	2:35	14:15
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	15:50
C. ASIA WOMAN	CENTRAL ASIA: The status of women changes very slowly, if at all.	3:10	19:00
EVEREST	MT. EVEREST: Inexperienced climbers and unexpected weather collide.	7:15	26:15
CHINA CYBERSPACE	CHINA: Couple puts information technology at the service of the individual, Chinese-style!	2:45	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

****
* Forget the hassles of permission slips and bus schedules! Each *
* Turner Adventure Learning electronic field trip takes your class *
* on an exciting journey without leaving the classroom! For *
* information on upcoming events, call 1-800-344-6219. *
****

TOP STORY: U.S. REACTS TO BASE BOMBING

1. What signs pointed to a possible terrorist attack against the U.S. base at Dhahran in the months preceding the bombing? How did the military react to the suspicious activity? According to U.S. Defense Secretary William Perry, were these precautions effective? Explain.
2. Why did the presence of Western troops touch "a sensitive nerve" with many Saudis at the outset of the 1991 Gulf War? How has the perceived "mission" of many ardent Muslims come into conflict with this Western presence? Why have some of these forces resorted to terrorism?
3. Have students work in groups to examine the U.S. military presence in other nations and some responses to that presence. Assist student groups in conducting research to learn more about the reasons why some nationals resent the presence of the

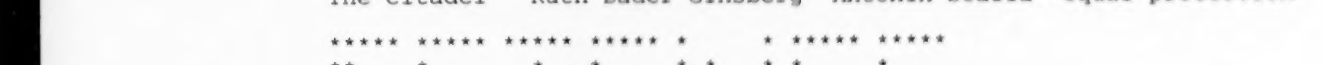
U.S. military on their soil. Have groups share information in a class discussion. Note the locations of some of these bases and why the U.S. maintains interests there. What, if anything, can the U.S. do to reduce the incidence of anti-U.S. sentiment against its personnel? Discuss.

AT ISSUE: SUPREME COURT RULES VMI MUST ACCEPT FEMALE CADETS

4. Summarize the Supreme Court's decision in the VMI discrimination case. Why did the Court reject Virginia's female alternative to VMI? How did Justice Antonin Scalia, as the lone dissenter, respond to the case? To what other institution does the High Court's ruling apply?
5. At the core of this decision is the fact that VMI receives a $10 million per year subsidy from the state of Virginia. According to the video, VMI could choose to remain all-male if it is willing to give up this state funding. After reiterating these facts to the class, generate a discussion about the options VMI officials will consider when they meet next month. Should they vote to change the institution or maintain tradition and lose their funding? After class discussion, direct students to write position papers supporting one of the two options and offer their reasoning.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

William Perry sovereignty Lebanon Riyahd VMI cadet alumni The Citadel Ruth Bader Ginsberg Antonin Scalia "equal protection"



DESK: MUCK MONSTER

1. BEFORE VIEWING: Ask students to describe vertebrate animals. What characteristics do all vertebrates share? Where do vertebrates live? List examples of vertebrates.

2. AFTER VIEWING ask: According to scientists, how long have vertebrates existed on Earth? Where did the earliest vertebrates live? Describe some of the vertebrate fossils on display at the American Museum of Natural History.

3. How do scientists know the age of fossils? List methods used to determine the age of fossils, including law of superposition and radioactive dating. Which method(s) is/are most accurate? Explain. Which method(s) is/are most user friendly? Why? Do results obtained from all methods agree with each other?

4. Ask: Are all vertebrates related? How do scientists determine the relationship among various species? Discuss the following techniques used by scientists to determine evolutionary relationships: biochemical analysis, comparative anatomy, comparative embryology and genetic analysis. What data is need for each method? Which methods are most accurate? Why? Do results from the various methods agree with each other?

5. Distribute the HANDOUT (pg 4). Have students use their text, additional media resources and information from the video and class discussion to complete the chart summarizing vertebrates. Divide the class into 7 groups; assign each group a particular class of vertebrate animals. Have students
   a. make a poster detailing this group of animals.
   b. include the distinguishing characteristics of the class, evolutionary history of the group, natural history of representatives both past and present, pictures of animals in this group and the relative abundance of animals in this class throughout geologic time.

   The poster should include text and graphics. Display completed posters in the class or hallway.

6. Challenge student groups to work together to design a display of vertebrate animals, past and present, suitable for a museum.

BEST COPY AVAILABLE

Instruct the class to include the evolutionary history of vertebrates, the relationships among modern vertebrates and the impact vertebrates have had, and continue to have, on Earth.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

plesiosaur Beuttneria vertebrate Acanthostega salamander

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: VERTEBRATE BIOLOGY

DIRECTIONS: Most of the creatures that come to mind when one thinks of animals are vertebrates. Fish, frogs, snakes, birds and mammals all fit into this group. Today, scientists recognize 8 classes of vertebrates. What does it take to be a vertebrate? Which ones are most successful? Which ones have been around longest? Use your text, video information and other resources as needed to a) complete the chart below and b) answer these questions about the different classes of vertebrates.

CLASS	DISTINGUISHING CHARACTERISTICS	EVOLUTIONARY HISTORY	RELATIVE ABUNDANCE	EXAMPLES
AGNATHA				
PLACODERMI				
CHONDRICH-THYES				
OSTEICHH-THYES				
AMPHIBIA				
REPTILIA				
AVES				
MAMMALIA				

***** ** ** *
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

CENTRAL ASIA WOMEN: CIS--SOCIAL LIFE AND CUSTOMS; USSR--HISTORY

1. Describe the mix of the traditional and the modern embraced by women in Central Asia. What role does Islamic law assume in maintaining the status quo? What have been some of the consequences to women for seeking social change? Search the Internet for information on the changing status of women in Central Asian nations. Note the economic conditions of each

and their prospects for political stability. Is there a correlation between political and economic stability and a more progressive legal and social status for women? Explain.

INTERNET: http://soros.org/tajik/cenasia/0097.html
http://members.gnn.com/ebergles/casia.htm

EVEREST: MT. EVEREST--MCUNTAIN CLIMBING

2. Identify factors that have contributed to the casualties on Mt. Everest and discuss the role the "experience gap" has played in these casualties. What danger does a climber's inexperience pose for others? What impact has commercialization had on the mountain? Search resources for information on the type and frequency of accident-related deaths due to mountain-climbing.
   a. Note on a world map the mountains which have proved to be the most dangerous.
   b. List the causes of the accidents and rank these in order, most to least frequent.
   c. List the most frequently mentioned preventive measures.
   d. Find at least one incidence of a rescue and the factors contributing to the positive outcome.

   Create a Do's and Don'ts Safety Manual for prospective mountain climbers of any of the mountains indicated on the map.

INTERNET: http://www.yahoo.com/text/Regional/Countries/Nepal/Mount_Everest/

CHINA CYBERSPACE: CHINA--TECHNOLOGY; ENTREPRENEURSHIP

3. What circumstances prompted Zhang Shuxin and her husband to create CompuNet? Use resources to discover where and by how much on-line services are growing worldwide. Survey family, friends and others to develop a profile of how and why people use the Internet. Then, search the Internet for at least one example of each site and service mentioned in your survey. Create an annotated class Guide to Internet Usage with graphics indicating your idea of the "best on the 'net" and the reasons for your choices.

INTERNET: http://web.msu.edu/staff/rww/netgrow.html
http://www.chicago.tribune.com/coffee/current/news7.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

peronga Tashkent "experience gap" Ganges cyberspace CompuNet

BEST COPY AVAILABLE

****** **   **   *
*   * * * * *
*   * * * * *
*********   **   ** NEWSROOM

Friday, June 28, 1996

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	U.S. injured, dead are taken from Saudi Arabia; meanwhile, the G-7 nations alter their agenda to grapple with issues of terrorism.	6:20	7:20
HEADLINES	SERB LEADER REFUSES TO RESIGN...U.S. CONGRESS PASSES ARSON MEASURE...UGANDA RETURNS TO DEMOCRACY...	1:25	8:45
EDITOR'S DESK	-Arab leaders hold unity summit in Egypt, construct Mideast peace process document. -G-7 summit discusses terrorism, trade, currency, budget deficits and inflation.	4:05	12:50
'96 GAMES	Olympic torch flies "sky high"!	:35	13:25
FOLLOW-UP	Scarlett, the New York City "fire" cat, and her kittens have new homes.	:30	13:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:10	15:15
C. ASIA KYRGYZSTAN	CENTRAL ASIA: Remote Kyrgyzstan is a bastion of freedom and stability.	4:55	20:10
MEXICO WATER	MEXICO: Dwindling and contaminated water supplies put Mexico City on alert.	3:15	23:25
SKOREA SOCCER	SKOREA/JAPAN: Traditional enemies have been named as co-hosts of the world soccer tournament in 2002.	5:55	29:30
CNN NEWSROOM WORLDVIEW CLOSE		:30	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

****
* Follow CAMPAIGN USA '96 throughout the summer. Tune in to CNN Newsroom every Monday for the DEMOCRACY IN AMERICA DESK. *
****

TOP STORY: MIDEAST BOMBING

1. According to one of Pres. Clinton's top aides, "the danger of terrorism compares to the U.S. struggle during the Cold War in the fifties and sixties." Do your students agree or disagree with this statement? They should cite specific events/stories in the last year to support their points or refute those of another student.
2. According to Martin Luther King, Jr., "Riots are the voices of the unheard." In students' opinion, would this statement be true if the term "terrorist attacks" was substituted for "riots"? Why/Why not? If terrorists use violence as the means to draw attention to what they have to say, what do students believe is the medium for their message? Have students suggest alternative tactics, with a rationale.

BEST COPY AVAILABLE

MEDIA LITERACY/VIOLENCE IN THE MEDIA

3. Discuss images in the TOP STORY and HEADLINES with students.
   a. Distribute the HANDOUT (pg 4) and invite students to take 5 minutes to complete Step 1. Give them 10-15 minutes to share their opinions in an informal class debate.
   b. Give them 5 minutes more to rethink their original position; follow up with another 10-15 minute debate.
   c. After the second debate, give students time to rethink their position. Challenge them to write a telegram (25 words or less) to CNN NEWSROOM or other news program, expressing their opinion succinctly and forcefully.

EDIT DESK/NEWSQUIZ

4. Ask students to name the leader of the Arab summit in Cairo. Tell them Egypt has turned 180 degrees away from its original hostile policies toward Israel to its current policies of peace and neighborhood. Have students use texts to trace the history of this change from Nasser to Mubarak. In discussion ask them to use their chronologies to explain the logic behind this change.
5. Ask students: What did Benjamin Netanyahu mean in his reply to the Arab Conference: The "peace process can not be made hostage to any prior conditions."? In your opinion, does Netanyahu's stand threaten real peace in the Mideast? Why/Why not?
6. Distribute a copy of the NEWSQUIZ (pg 4) to each student; make sure they understand the directions. Answers will vary.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

debris perimeter deflected nationals land-for-peace negotiations compromise security communique international terrorism G-7

***** ** ** *
* * * * * *
* * * * * *
******** ** **

MEDIA LITERACY

STUDENT HANDOUT: IMAGES OF VIOLENCE

DIRECTIONS: A complaint often heard in schools and homes and even on television is television sells violence. Television news, according to some, is one of the worst suppliers of violence, dwelling as it sometimes seems to do on crime, war and terrorism. In response, journalists say that exposing the world's evil with the TV camera's bright lights is an important service.

1. Consider today's TOP STORY and HEADLINES on CNN NEWSROOM. Both tell graphic tales of violence. Would you agree that the importance of these stories justifies the camera's scrutiny? Why/Why not? Use the scale below to indicate where you stand on this issue; explain your stand in the space below the scale titled I BELIEVE...

STRONGLY AGREE	1	2	3	4	5 STRONGLY DISAGREE

I BELIEVE...

2. You now have 10 minutes to discuss your stands with your classmates. Listen carefully to opinions and ideas that differ from yours. Have you heard anything to change your mind? Again, indicate your stand on the issue using the scale below. If your stand changed, explain it in the space below the scale titled, I CHANGED BECAUSE...

STRONGLY AGREE	1	2	3	4	5 STRONGLY DISAGREE

I CHANGED BECAUSE...

3. Continue the class discussion for another 10-15 minutes. Encourage other classmates to share their opinions. If anyone changed his/her mind, be sure that person explains why. If you have not yet voiced your opinion, do so. Consider this new

BEST COPY AVAILABLE

barrage of information and ideas then indicate your stance for a third time on the scale below.

```
STRONGLY  1       2       3       4       5 STRONGLY
   AGREE  !_______!_______!_______!_______! DISAGREE
```

4. Compose a telegram to CNN NEWSROOM or any other news program of your choice, from local to international, expressing your opinion succinctly and forcefully.

DIRECTIONS: The words and phrases below are "keys" to unlocking this week's CNN NEWSROOM's stories. PART I: Use the keys to explain each news story in a brief paragraph. Choose ONE story in PART II and write a similar explanation.

PART I. STORY: ARAB SUMMIT
"KEYS": territory-for-peace principle, territorial compromise, hardliners and moderates

EXPLANATION: _____

_____

_____

_____

STORY: BASE BOMBING
"KEYS": King Fahd, FBI, Dhahran

EXPLANATION: _____

_____

_____

_____

PART II: STORY: AVIATION SAFETY
"KEYS": FAA, NTSB, ValuJet

-- OR --

STORY: VMI
"KEYS": discrimination, Antonin Scalia

-- OR --

STORY: EGYPT'S ECONOMY
"KEYS": nationalization, Hosni Mubarak

EXPLANATION: _____

_____

_____

_____

```
*****  **    **    *
*      *  *  *  *  *
*      *   * *   * *
********    **    ** NEWSROOM WORLDVIEW
```

CENTRAL ASIA: KYRGYZSTAN--ECONOMIC DEVELOPMENT

1. What is one goal of the Mannas Festival, as stated in the video report? What national features have limited investment from other countries? What features does Kyrgyzstan have that could attract investors? Use the Internet to find out what investment opportunities exist in Kyrgyzstan. Match these with potential investors worldwide and state advantages Kyrgyzstan might have over other investment sites. Acting as a Kyrgyzstan government representative, write a proposal to interest a potential investor in an investment opportunity. Outline the mutual benefit of the venture and state your rationale.

INTERNET: http://coombs.anu.edu.au/WWWVL-AsianStudies.html#Central

MEXICO WATER: MEXICO--WATER SUPPLY; MEXICO--WATER POLLUTION; MEXICO--MEXICO CITY--PUBLIC HEALTH

2. What is happening to Mexico City? Why? What are the long-term effects of the "over-exploitation of ground water"? What other concerns about Mexico's water resources were discussed in the video segment? Search resources for information on
   a. public health problems due to contaminated and/or scarce water resources; and,
   b. the general state of the public's health in and around Mexico City.

   Collate findings and analyze the results. According to your information, does a correlation exist between current public health concerns and the state of Mexico City's water resources? Defend your rationale.

INTERNET: http://lanic.utexas.edu/la/Mexico/water/book.htm

SKOREA SOCCER: SOUTH KOREA--HISTORY--JAPAN; SPORTS--SOCCER

3. What countries have been selected to co-host the world soccer tournament in 2002? What is the controversy? Describe citizen reaction in both countries to this "team" effort and the hopes some have for this joint venture. Use the Internet to locate information on the impact sports events have had on a sense of national identity and on the enhancement of relations between nations. Share these in class. Speculate on how other nations with long-standing enmities might use sports competition to a similar advantage. Choose a pair of enemy nations, create an imaginary athletic event and state the compromises two such countries would have to make in order to co-host the event.

INTERNET: http://www.ecc.u-tokyo.ac.jp/~t50054/soccer.html
http://www.fiber.net/users/nelson/vyveme/br_link.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Mannas Festival epic nomadic aquifer seismic activity
Aztecs contamination infrastructure World Cup FIFA

BEST COPY AVAILABLE